

**New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
*The International School at Mesa del Sol*  
*2013 State Charter Renewal Application Kit***



**Effective Options  
for New Mexico's  
Families  
Charter Schools**





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SECRETARY OF EDUCATION

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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2<sup>nd</sup> or 3<sup>rd</sup> time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at [tony.gerlicz@state.nm.us](mailto:tony.gerlicz@state.nm.us) or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

Hanna Skandera  
Secretary of Education  
Public Education Department

***Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.***

## Instructions: 2013 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing your customized version of the 2013 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Tony Gerlicz at <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide" which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p><b>Note:</b> Submission prior to October 1<sup>st</sup>, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the <b>Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school's folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</b> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
<b>Technical Assistance Workshops (April – September 2013)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Renewal Analysis (November 14–</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

<b>December 2)**</b>	
<b>CSD Director's Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

**Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?**

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

**Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?**

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

**Has the school failed to meet generally accepted standards of fiscal management?**

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

**Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?**

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.



## Glossary of Terms

**Amended Charter School Act (SB446):** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

**Assessment:** A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

**Contract Negotiation Process:** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

**Current Charter:** The current charter is the approved charter (charter contract) with any amendments and/or changes that have been authorized for the current operational term.

**Goals/Indicators:** Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

**Material Term:** The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or Performance Framework.

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action.

**Mission-Specific Indicator(s):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

**New Mexico Condition Index (NMCI):** The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

**Performance Contract:** (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application.

**Performance Frameworks:** [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

**Performance Contract Worksheet (“Worksheet”):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

**PSFA:** Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

**Self-Report:** Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.



## 2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**

**Part B—Renewal Site Visit Protocol**

**Part C—CSD Analysis and Recommendation**

**Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)**

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (April–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing Part A.

## Charter School Pre-populated Data

Name Of School: <b>The International School at Mesa del Sol</b>	School District: <b>Albuquerque</b>
Mailing Address of School: <b>2660 Eastman Crossing SE, Albuquerque, NM 87106</b>	Physical Address of School <b>2660 Eastman Crossing SE, Albuquerque, NM 87106</b>
Phone Number Of School: <b>(505) 508-3295</b>	Name and Email Of Head Administrator: <b>Dr. Sean Joyce, Head Administrator</b> <b>Email: sjoyce@tism.org</b>
School's Initial Opening Date: <b>2009</b>	Name and Email Of The Governing Body Chair/President: <b>Heidi Sanders, Gov Board President</b> <b>Email: hsanders@salud.unm.edu</b>
Grade Levels Served: <b>K-8</b>	Current Enrollment Cap: <b>450</b>

### Current School Mission:

The mission of The International School at Mesa del Sol (TIS) is to provide a meaningful, globally-connected and comprehensive educational program to all students, regardless of personal circumstance, to develop knowledgeable, reflective, critical and compassionate life-long learners who understand, appreciate and respect the common bonds of humanity in a culturally-diverse world. Src: 2008 Application

### Current Enrollment And Demographic Information

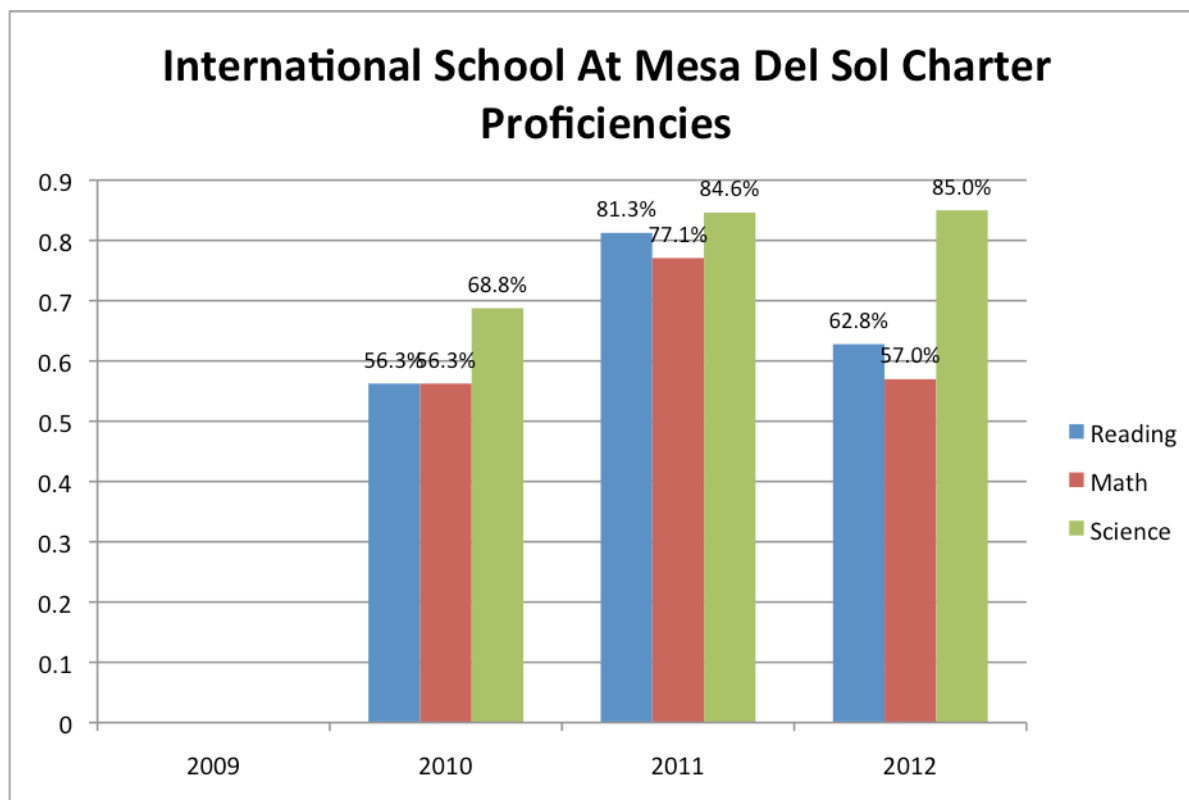
(2012–2013 120 day count)

Enrollment	Percent
Total Enrollment: <b>265</b>	
Gender	
# Male: <b>137</b>	<b>52%</b>
# Female: <b>128</b>	<b>48%</b>
Ethnicity/Race	

# White: 101	38%
# Hispanic: 124	47%
# African American: 16	6%
# Asian: 12	5%
#Native American: 11	4%
Special Populations	
# Economically Disadvantaged: 33	12%
# Students With IEPs: 22	8%
# English Language Learners: 31	12%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 140	53%
Title 1 Target: 0	0%
Title 1 Schoolwide: 0	0%

### School Proficiencies

	2009	2010	2011	2012
Reading		56.3%	81.3%	62.8%
Math		56.3%	77.1%	57.0%
Science		68.8%	84.6%	85.0%



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

**School Report Card Snapshot (source: School Grading Report 2011-2012)**

Final Grade: <b>B</b> Total Points: <b>65.6</b>	Current Standing: <b>B</b> Points: <b>27.4</b> Possible Points: <b>40</b>	School Growth: <b>C</b> Points: <b>5.6</b> Possible Points: <b>10</b>
Growth of Q3 (highest performers): <b>B</b> Points: <b>9.1</b> Possible Points: <b>20</b>	Growth of Q1 (lower performers): <b>C</b> Points: <b>14.4</b> Possible Points: <b>20</b>	Opportunity to Learn: <b>A</b> Points: <b>9.1</b> Possible Points: <b>10</b>
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: <b>0</b> Possible Points: <b>5</b> Reasons:
Reading Proficiency: <b>62.8%</b> State Reading Goal: <b>52.3%</b>	Math Proficiency: <b>57.0%</b> State Math Goal: <b>45.0%</b>	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

**\* The profile of these indicators should be considered individually as well as a whole.**



**Part A—Self-Report on Progress**  
(A Report on the Current Charter Term)



## Part A—Self Study/Report on Progress

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## Part A—Self Study/Report on Progress

### I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

#### A. Academic Performance/Education Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1.

NMSBA

#### School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above: **The International School at Mesa del Sol (TIS) opened on August 31, 2009, at Mesa del Sol, in Albuquerque, New Mexico. The original charter was part of the Mesa del Sol LLC 50-70 year residential master plan, and was conceived and supported by Mesa del Sol LLC. Unfortunately, prior to the PEC's authorization of the TIS charter in the fall of 2008, Mesa del Sol LLC itself, stepped away from the charter and withdrew its support of the project. Left alone, and without a single home within more than five miles of the school, the Founding Governing Council requested an amendment to temporarily locate the school off the mesa, and instead find temporary location within a developed area of Albuquerque proper (to incubate the school off-site until the residential development of Mesa del Sol could provide a vibrant neighborhood and a need for a school). This amendment to relocate the school was denied by the PEC in spring of 2009, and the school was instructed to locate directly on the empty Mesa del Sol, where it exists today, completely housed within seventeen portable buildings (most of which are more than 25 years old). The significance of this issue is intended to convey the single greatest struggle of TIS over the past five years, seeking students for attendance who must commute every day to**

## Part A—Self Study/Report on Progress

and from school.

TIS is a commuter school, with 99% of its students being transported everyday by their families, and in carpools. Our student population consists of families residing as far south as Belen, as far north as Rio Rancho, as far east as Moriarty, and all of the zip codes within the city of Albuquerque itself. We currently have one family residing on the Mesa itself, but all others commute daily, and some of them travel more than 50 miles round trip. This constitutes a hardship for our families, and also demonstrates the commitment our families have to our school, and the value they place upon their child(ren)'s education, when obviously, they could take them to many schools closer to home/work. Currently, we have 59% of our student population who qualify for the Free (44%) and Reduced (14%) Lunch Program (FRLP), which speaks loudly that the area from which we draw our students is very diverse.

Over the course of the first four years of operation, The International School at Mesa del Sol's student growth has been exponential (school opened in 2009 with 51 students in K-4). Today our student population is 310 students in grades K-8. The overall school-wide growth in student numbers is due to both vertical growth of an additional grade level added each year (5th grade in year two, 6th grade in year three, etc.), as well as horizontal growth with additional students added to each grade. Two years in a row, an *additional* 3rd grade class of students was added (in year three, making two classes of 3rd grade, and making three classes of 3rd grade in year four), and adding a third Kindergarten class in year five. This growth is represented in the Student Growth Table found in Appendix F. In addition, the number of students with special needs, those with an IEP, and those who were not previously identified with special needs but progressed through a Student Assistance Team (SAT) process, increased annually. In this regard, TIS serves a disproportionately high number of at-risk, economically and educationally disadvantaged, and special needs students. Our current year number of students with special needs is more than 50 (and may top 60 as we continue to identify newly enrolled students in need), representing a percentage of nineteen (19%) of the total student population. The resulting funding for support for such students has always been one year behind the identified needs of these students, making it difficult to support the most needy students with already lower than normal funding.

- As per our charter, our class sizes are 20:1, except in Kindergarten where they are 14:1 (as per PSFA requirements for the room size of our portable classroom buildings). This results in limited funding (in comparison to other schools as they have higher pupil:teacher ratios, and garner higher amounts of funding per classroom when they have more students than TIS) per classroom, as funding is based upon student numbers.
- Additionally, with but a few exceptions over the past **two** years, we have had open seats in all grade levels over each of the past four years, again, reducing and limiting the overall school revenue against our expenditures. For example, with an 18:1 class roster (meaning two empty seats for each classroom) across our school, the lost revenue in the student unit value last year alone amounted to over \$337,000. This revenue could have been directed at student support services, specifically Educational Assistants and Intervention Specialist who could have been able to work with small group and individual learning settings.
- NM State Statute require charter schools to enroll any/all students on a first-come, first-served basis, and when there are more students interested in attending a charter school than available seats, the school is required to conduct a lottery for the available seats from amongst the total number of students seeking enrollment. Since the very beginning of this school, we have had specific grade levels each summer, prior to the start of school that have far more students seeking a seat at TIS than the total number of seats available in most grade levels. This has resulted in both a lottery and a waiting list for those students seeking an open seat. Each summer, we have had large numbers of students seeking enrollment, and who have signed up to attend TIS and consequently become placed on a waiting list (see attached table illustrating the enrollment pattern, 2009-2013 40<sup>th</sup> Day Enrollment). This phenomenon has annually attracted high numbers of students being placed on waiting lists. In response to the high numbers of student seeking enrollment here at TIS during the months **prior** to the start of a new school year, our Governing Council has directed the opening of additional classes at specific grade levels to meet this high demand for enrollment by new students. What has become impossible over the past four/five years is to predict the exact number of **actual** students who will show up at the beginning of the school year, because the vast majority of families do **not** inform us prior to the start of a new year that they have selected a different school for their child. As a result, we are constrained at the opening of a new school year with holding seats *open* for students who have indicated they will attend TIS but do not, and therefore are not able to inform families on the **waiting list** in a timely fashion that we do indeed have available seats for their children. Consequently, these *waiting list families* give up at the start of school and place their child(ren) in another school and decide that after their child has begun a new year in a school, to remain at that school to avoid a disruption in their child's life by moving them shortly after placing

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them in a school. This causes TIS to end up with open seats throughout most grade levels by the 40<sup>th</sup> Day, necessitating the RIF/Furlough of personnel to then be able to maintain a balanced budget, and eventually resulting in fewer dollars to support students directly in the classroom.

- The limitations caused by our student enrollment with respect to funding (revenue) have caused TIS to operate all programs with less revenue than other charter schools that have full classes and waiting lists. Had we been able to fill all of our classrooms (or been able to relocate temporarily within an already existing residential area), the resulting revenue would have made all the difference, and allowed TIS to stand on an equal footing with other like schools.
- TIS is an IB PYP World School, and with this authorization comes additional expenditures that are not additionally funded by the PED. The additional IB expenditures consist of annual membership fee (\$7,790 each year) for our PYP program, and will add another \$8,920 annually for our MYP authorization as soon as we navigate that process. Additionally, IB requires instructional staff to participate in continuous professional development that **must** be IB authorized as well, and these training fees are in addition to the membership fees. In our first two years of operation, TIS spent \$53,000 on IB authorization fees and training, which is not funded through operational dollars received from the PED. These required IB expenditures, divert funding away from the classroom and direct student support.
- Being an IB school prevents us from being able to offer/deliver self-contained special education classes that other public schools offer. As we cannot refuse students who have special needs who want to attend TIS, it is a struggle to be able to support high numbers of special needs students in a single classroom without pulling them out and offering a self-contained and more developmentally targeted instruction. Additionally, the IB required push-in support services require additional funding for personnel, and because of our enrollment numbers and empty seats in all grade levels which represent lost revenue, we struggle financially with being able to support special needs students in their general education settings. In some of our classrooms, we have 7 to 10 students with identified special needs (all different) out of a total class number of 16-18 students. Our current 4<sup>th</sup> grade class (55 students) consists of over 40% identified special needs students. Though we expect, train and support **all** of our teachers to differentiate their instruction to each specific student, the reality of this is very difficult, especially as many of our instructional staff are still learning how to differentiate their instruction.
- These limitations, constraints, and conditions have created a negative impact on our school proficiencies and report card, as we are unable to obtain the same level of funding as other public schools but are required to support students at the same level as schools who **do** receive more funding overall (i.e. we still have the same personnel expenses, student supplies/materials, etc. expenses, but because we have fewer students per grade level in each class we actually have to do as much or more as other schools, *even IB schools*, without the same amount of funding per classroom).
- Because our school is completely a commuter school, conducting after school programs that target support programs, e.g. tutoring, is problematic. Our school day ends at 4:00 and a high percentage of our students are involved in extra curricular programs off the mesa, e.g. athletic and sports teams, dance/ballet, gymnastics, scouting, etc. so many of our parents are picking up students close to the end of the day to allow their children to participate in these programs as well, which limits our ability to deliver extended academic programs for students who need additional support. Almost exclusively, we must offer special academic supports *within* the school day, rather than afterwards. This frequently competes with other important learning opportunities of our students, such as Special Content classes (required by IB) and the IB curriculum itself.
- There is concern, at TIS, with respect to student achievement/assessment data determined through the MAP and NMSBA assessments. There is little correlation between the two assessments, to the point of being able to predict individual student achievement on one or the other, or from one to the other assessments. Overall, TIS students do not demonstrate high levels of achievement on either assessment. TIS instructional staff need support and training in using MAP assessment data to better inform their instructional practice, as well as alignment of common core standards, Measures of Academic Progress (MAP), NMSBA, IB curriculum and instructional practice.
- On the positive side, solutions we have initiated to address our School Report Card concerns are:
- Our cohort students, those who have been at TIS for three or more years, do meet proficiencies, and in most cases, though they may not be meeting proficiency levels determined by the PED, cohort students are performing equal to or better than their non-cohort peers (meaning that those students who have attended TIS for three or more years), in most cases do out perform their peers. Please review our data illustrated in the following tables, highlighting our cohort students.
- We have hired 1.5 FTE Intervention Specialist to support our lowest performing students and those students with special needs.
- We applied for and have received *Read to Learn* funding this school year to support our K-3 students. This funding is being used to provide the requisite assessments, as well as a .5 Reading Specialist.
- Our *Opportunity to Learn*, as measured by the School Report Card, which measures the school environment for learning, instructional methods and student desire to come to school, is **9.1 points out of a possible 10**. The

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significance of this relates to the school's performance (well above the State average score of 7.5) with respect to our instructional program (as a thriving learning culture) and how students feel about their learning, their instructional support and sense of belonging in the school. This is particularly true for our African-American, Hispanic, Economically Disadvantaged and English Language Learners, whose scores **exceeded** the overall school average.

- Our school community, in the form of families who bring their child(ren) daily to TIS, continues to both support our school and to bring their child(ren) daily. Our Quality of Education survey results, annually highlight the significant number of parents who believe in and appreciate the academic opportunities their children access here at TIS. Reading the Quality of Education survey results, our community clearly states their support for this school, and the academic focus and programs offered here for their children. Though it is a hardship for our families to bring their children here everyday, they continue to do so, in spite of this, because they believe their children receive important things that they cannot obtain in other schools in this community.

### School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

#### Final Grade

Grade: <b>D</b>	Total Points: <b>39.1</b>	
<i>Provide a statement of progress and additional information regarding the above data:</i> We are focusing our attention and resources primarily on improving the instruction and support of our lowest performing and highest needs students. This is accomplished through direct support in the classroom, in support of both the teachers and the students. This is being accomplished by providing increased intervention instruction to identified students during the school day through a pullout program which is focused on specifically designed instruction in reading and mathematics by an Intervention Specialist. Creating specific after school tutoring in reading and math, hiring a Reading Specialist to support teachers directly in the classroom and through instructional support are also designed to scaffold students and teachers who are in the greatest needs. Hiring additional special education personnel to support students directly and provide teachers with additional specific instructional support, along with a mentor teacher to support new teachers, has been a priority this year and with this current budget. We intend to ramp up structures for both students and teachers that will increase student learning and improve teacher instruction. TIS instructional staff need support and training in using MAP assessment data to better inform their instructional practice, as well as alignment of common core standards, Measures of Academic Progress (MAP), NMSBA, IB curriculum and instructional practice.		

#### Current Standing

Grade: <b>C</b>	Points: <b>20.9</b>	Possible Points: <b>40</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> By addressing specifically the needs identified in the areas of our lowest and highest performing students, and developing support structures for their success, we intend to reverse our recent trend of less than acceptable performance and earn a higher overall grade and standing. By specifically targeting our areas in greatest need of improvement and achieving better success with our lowest performing students we expect to see growth in this current standing and grade report.		

#### School Growth

Grade: <b>F</b>	Points: <b>1.0</b>	Possible Points: <b>10</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> TIS continues to focus on hiring highly qualified instructional personnel to support the number of students who attend TIS, with special needs and who are economically or educationally disadvantaged, and/or at-risk. We have focused specifically this current school year on hiring personnel with experience and expertise for this particular purpose, to serve the most needy students who have been underserved previously. We have tripled the number of Intervention Specialists, from a .25 FTE to .75 FTE and hired,		

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for the first time, specific classroom teachers with general **and** special education licensure. Our Assistant Head of School has a Ph.D. in Special Education.

We are also intent upon creating a consistent and stable instructional staff, with far less annual turnover. One specific method for accomplishing this was to avoid hiring international teachers, whose visas were limited to only a few years, and whose experience in the classroom was largely with homogeneous student groups. Frequently, international teachers have little or no experience in differentiating their instruction, and rather than spend years training and supporting these teachers, we have refrained from hiring them in the first place, even though our charter calls for staffing, in part, international teachers.

We wrote and received a **Read to Learn** grant this school year, and have focused this funding on providing students and instructional staff with a reading specialist to support reading instruction and student performance.

### Q3 (Highest Performing 75%) Growth

Grade: <b>F</b>	Points: <b>2.5</b>	Possible Points: <b>20</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Though not easily measured on standardized assessments, our students receive an International Baccalaureate curriculum and instructional program that deepens and broadens their learning, focusing on purpose and understanding over acquisition of information or knowledge. We have focused this year's hiring of instructional staff on obtaining and retaining highly qualified and experienced teachers who have expertise with special needs students, including those who are gifted and talented. In addition, we are focusing professional development and training for instructional staff to directly support our highest performing students with the expectation for their academic growth and performance. Through differentiated instruction, we are focusing instructional staff on delivering specifically designed learning experiences that support and encourage enhanced and accelerated growth for our most academically talented students.</p>		

### Q1 (Lowest Performing 25%) Growth

Grade: <b>F</b>	Points: <b>5.3</b>	Possible Points: <b>20</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> TIS continues to focus on hiring highly qualified instructional personnel to support the number of students who attend TIS, with special needs and who are economically or educationally disadvantaged, and/or at-risk. We have focused specifically this current school year on hiring personnel with experience and expertise for this particular purpose, to serve the most needy students who have been underserved previously. We have tripled the number of Intervention Specialists, from a .25 FTE to .75 FTE and hired, for the first time, specific classroom teachers with general and special education licensure. Our Assistant Head of School has a Ph.D. in Special Education.</p> <p>Being an IB school prevents us from being able to offer/deliver self-contained special education classes that other public schools offer. As we cannot refuse students who have special needs who want to attend TIS, it is a struggle to be able to support high numbers of special needs students in a single classroom without pulling them out and offering a self-contained and more developmentally targeted instruction. Additionally, the IB required push-in support services require additional funding, and because of our enrollment numbers and empty seats in all grade levels represent lost revenue, we struggle financially with being able to support special needs students in their general education settings.</p> <p>We are also intent upon creating a consistent and stable instructional staff, with far less annual turnover. One specific method for accomplishing this was to avoid hiring international teachers, whose visas were limited to only a few years, and whose experience in the classroom was largely with homogeneous student groups. Frequently, international teachers have little or no experience in differentiating their instruction, and rather than spend years training and supporting these teachers, we have refrained from hiring them in the first place, even though our charter calls for staffing, in part, international teachers.</p> <p>We wrote and received a <b>Read to Learn</b> grant this school year, and have focused this funding on providing students and instructional staff with a reading specialist to support reading instruction and student performance.</p>		

### Opportunity to Learn

Grade: <b>A</b>	Points: <b>9.1</b>	Possible Points: <b>10</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> TIS continues to focus its instructional programs on offering an International Baccalaureate academic program and curriculum, where students focus on deeper understanding and critical thinking and problem solving, with purpose, over acquiring information and disconnected course contents.</p>		



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### Graduation—as applicable

Grade: <b>NA</b>	Points: <b>NA</b>	Possible Points: <b>NA</b>
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### College and Career Readiness—as applicable

Grade: <b>NA</b>	Points: <b>NA</b>	Possible Points: <b>NA</b>
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Bonus Points

Points: <b>0.3</b>	Possible Points: <b>5</b>	Reason: <b>Truancy Improvement</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> <b>We have obtained grant funding for additional before and after school programs (EMSI) that balance and broaden student experiences and that create leverage points for students to feel inclusion here, and a sense of belonging. We also have implemented a Playworks™ program here that assists students with conflict resolution and leadership opportunities.</b>		

## Part A—Self Study/Report on Progress

2.

Mission

### Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: <b>By 2012, The International School at Mesa del Sol will meet or exceed all annual growth targets (school-wide and subgroups) established by the New Mexico PED and NCLB.</b>				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): <b>NWEA Measures of Academic Progress.</b>				
Data—Average Scores				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
Provide a statement of progress and additional information regarding the above data: <b>The table below (not above) demonstrates little to no growth in academic performance of our students over time, except in our cohort group of students who have attended TIS for three or more years. In most cases, our cohort groups have met or exceeded their grade level peers. However, over time, there is little to no growth from year to year with these cohort groups. This is seen largely due to a disconnected and non-stable and non-consistent instructional staff, and the serious lack of funding to support classrooms and students directly with needed intervention personnel and programs. The data below illustrates the need for TIS to focus specific and targeted support for all students, consistently over time. Both the differentiated instructional program and the intervention program must be systemic school-wide.</b>				

Academic Year	2009 – 2010 Q3 (spring 10)		2010 – 2011 Q2 (winter 11)		2010 – 2011 Q3 (spring 11)		2011 – 2012 Q1 (fall 11)	
Percent (%) of cohort at or above proficiency	Reading	Math	Reading	Math	Reading	Math	Reading	Math

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<i>T = Includes all students in grade</i>  <i>C = Includes only qualified Cohort</i>	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C
Grade Level K																
Grade Level 1	89%	NA	65%	NA	NA	NA	NA	NA	NA	NA	NA	NA	75%	N/A	85%	N/A
Grade Level 2	94%	NA	94%	NA	44%	NA	40%	N/A	50%	N/A	41%	N/A	62%	94%	63%	81%
Grade Level 3	92%	NA	92%	NA	88%	NA	88%	NA	71%	N/A	94%	N/A	55%	N/A		44%
Grade Level 4	81%	NA	75%	NA	92%	NA	69%	NA	67%	N/A	92%	N/A	70%	80%	80%	80%
Grade Level 5					47%	NA	80%	NA	44%	N/A	75%	N/A	81%	80%	69%	80%
Grade Level 6													75%	67%	85%	100%
Grade Level 7																
Grade Level 8																

Academic Year	2011 – 2012 Q2 (winter 12)				2011 – 2012 Q3 (spring 12)				2012 – 2013 Q2 (winter 13)				2012 – 2013 Q3 (spring 13)			
Percent (%) of cohort at or above proficiency	Reading		Math		Reading		Math		Reading		Math		Reading		Math	
<i>T = Includes all students in grade</i>  <i>C = Includes only qualified Cohort</i>	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C
Grade Level K																
Grade Level 1		N/A	81%	N/A	74%	N/A	86%	N/A	53%	NA	71%	NA	83%	NA	53%	NA
Grade Level 2	67%	71%	53%	71%	53%	63%	60%	77%	79%	61%	70%	78%	55%	94%		50%
Grade Level 3	63	50%	58	75%	58	50%	62	50%	57	67%	52	67	50	59	21	55

## Part A—Self Study/Report on Progress

	%		%		%		%		%		%	%	%	%	%	%
Grade Level 4	60%	80%	75%	60%	65%	60%	70%	80%	63%	75%	54%	58%	65%	67%	55%	64%
Grade Level 5	93%	100%	87%	100%	87%	100%	80%	100%	85%	93%	70%	79%	75%	86%	85%	93%
Grade Level 6	74%	100%	81%	80%	56%	67%	64%	83%		100%	55%	60%	65%	60%	55%	80%
Grade Level 7									54%	56%	56%	45%	58%	60%	53%	43%
Grade Level 8																

Student Academic Performance Standard/Goal #2: By 2012, 85% of all PYP students and 80% of all MYP students enrolled at The International School at Mesa del Sol (TIS) for three or more years will meet or exceed reading and math proficiency rates (raw scores) as measured by the NMSBA in each grade level.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency): New Mexico Standards Based Assessment (NMSBA).

Data—Average Scores				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13

Provide a statement of progress and additional information regarding the above data: The table below (not above) demonstrates little to no growth in academic performance of our students over time, except in our cohort group of students who have attended TIS for three or more years. In most cases, our cohort groups have met or exceeded their grade level peers (21 out of 25 times). However, over time, there is some growth from year to year with these cohort groups, principally with increase in reading scores. This is seen largely due to a disconnected and non-stable and non-consistent instructional staff, and the serious lack of funding to support classrooms and students directly with needed intervention personnel and programs. The data below illustrates the need for TIS to focus specific and targeted support for all students, consistently over time. Both the differentiated instructional program and the intervention program must be systemic school-wide.

# Part A—Self Study/Report on Progress

Academic Year	2009 – 2010				2010 – 2011				2011 – 2012				2012 – 2013			
Percent (%) of cohort at or above proficiency	Reading		Math		Reading		Math		Reading		Math		Reading		Math	
T = Includes all students in grade  C = Includes only qualified Cohort	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C
Grade Level 3	100%	N/A	50%	N/A	89%	N/A	78%	N/A	57%	60%	57%	60%	50%	76%	34%	71%
Grade Level 4	30%	N/A	60%	N/A	92%	N/A	92%	N/A	67%	67%	73%	67%	51%	100%	40%	63%
Grade Level 5					69%	N/A	69%	N/A	63%	60%	88%	80%	80%	93%	65%	79%
Grade Level 6									60%	80%	40%	40%	59%	80%	35%	40%
Grade Level 7													52%	50%	41%	50%
Grade Level 8																

Academic Year	2009 – 2010				2010 – 2011				2011 – 2012				2012 – 2013			
Percent (%) of cohort at or above proficiency	Writing		Science		Writing		Science		Writing		Science		Writing		Science	
T = Includes all students in grade  C = Includes only qualified Cohort	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C
Grade Level 3	75%	N/A			89%	N/A			57%	60%	N/A	N/A	45%	71%	N/A	N/A

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Grade Level 4	70%	N/A	50%	N/A	83%	N/A	92%	N/A	N/A	N/A	94%	100%	N/A	N/A	60%	75%
Grade Level 5					81%	N/A			75%	80%	N/A	N/A	90%	93%	N/A	N/A
Grade Level 6									N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade Level 7													56%	60%	N/A	N/A
Grade Level 8																

- These additional skills and content areas are included for your information, but do not form part of the TIS charter performance goals. Content area assessments vary from year to year.



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3.

Other

### Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1: Each year of instruction at TIS, 100% of students will have a portfolio that demonstrates evidence of their modeling IB Learner Profile Characteristics.				
Measure(s) Used: Student Portfolios, with proficiency demonstrated with three pieces of evidence in relation to the Standards-based Report Card.				
<b>Data—Average Annual Data</b>				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
Kindergarten	50%	100%	100%	100%
1st	0%	50%	100%	100%
2nd	100%	100%	100%	100%
3rd	0%	100%	100%	100%
4th	100%	0%	100%	100%
5th	NA	100%	100%	100%
6th	NA	NA	100%	100%
7th				100%
Provide a statement of progress and additional information regarding the above data: The above goal represents an International Baccalaureate expectation for all students. In the first year of our school, with a late and delayed start to the school, a largely untrained and instructional staff unfamiliar with the IB curriculum and instruction, the development of student portfolios was somewhat overlooked in the overall development of the school and individual classrooms. Additionally, in these first two years, with the turnover of instructional staff, either because they were not a good fit for TIS or because in one case they were an international teacher who left immediately at the end of the school year, we were unable to guarantee 100% compliance to this goal. We have since been able to focus all staff, new and returning, on the development and completion of this goal.				

Student Performance Standard/Goal #2: At the conclusion of grade 5, 80% of students will receive International Baccalaureate/TIS Certificates of Achievement by successfully demonstrating their summative learning in the PYP through satisfactory work in the required student exhibitions.				
Measure(s) Used: Standards-based Report Cards indicate the successful completion of student exhibitions, as well as the invitation to participate in the Annual TIS Bridging Ceremony.				
<b>Data—Average Annual Data</b>				

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Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
5th	0%	100%	100%	100%
Provide a statement of progress and additional information regarding the above data: In Year 1, our grade levels were Kindergarten through 4 <sup>th</sup> grade, so we did not have a 5 <sup>th</sup> grade class to participate in the student exhibition. In the following three years we did have student exhibitions, and with IB PYP Authorization of our PYP, the student exhibitions in Year 4 all were eligible for IB Certificates of Achievements.				

Student Performance Standard/Goal #3: At the conclusion of grade 8, 80% of students will receive International Baccalaureate/TIS MYP Certificates of Achievement by successfully demonstrating their summative learning in the MYP through satisfactory work in the culminating Personal (Passion) Project.				
Measure(s) Used: Standards-based Report Cards indicate the successful completion of student performance and Personal (Passion) Projects, as well as the invitation to participate in the Annual TIS Promotion Ceremony.				
Data—Average Annual Data				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
8th	0%	0%	0%	0%
Provide a statement of progress and additional information regarding the above data: In 2009, TIS opened as a Kindergarten through 4 <sup>th</sup> grade school. Each subsequent year, TIS added one additional grade. TIS did not have an 8 <sup>th</sup> grade group, until August 2013. Additionally, because of the expense of going through the IB MYP authorization process, and the lack of highly qualified IB MYP trained teachers, TIS did <b>not</b> request IB candidacy or <b>initiate</b> the IB MYP authorization process prior to reauthorization of their charter.				

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4.

Other

### Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: <b>Beginning in Year Two, 80% of TIS parents and guardians will volunteer at least 10 hours to the charter school each year.</b>
Measure(s) Used: <b>Parent sign-in sheets at various school events, after school hours, and specific to volunteer activities recorded through event/activity sheets.</b>
Data: <b>Please see table below.</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> <b>As our charter called for this goal to begin in Year Two, there was no data collected in Year One. This particular goal is difficult to enforce or ensure, as our school is completely a commuter school, and many of our families live distances that prohibit their ability to perform regular or consistent volunteerism for our school. While this goal is both good and noble, in our current society there are few leverage points for our school to require compliance by many of our families. We have very high participation rates for a significant number of our families, but struggle with an overall high percentage of family participation. In addition, we have a fair number of families who perform such volunteer work, but do not record it with the school for our documentation purposes.</b></p> <p><b>Additionally, after the first two years it became difficult to record specific volunteer hours/activities by specific grade level, as so many of our families have (and understandably it continue to be the case) more than one child in our school which makes it difficult to record grade specific volunteer hours. Hence in years three and four, the total hours versus the total number of families is represented, rather than grade specific data record keeping.</b></p>

Academic Year	2009-2010	2010-2011	2011-2012	2012-2013
	% of parents volunteering time	% of parents volunteering time	% of parents volunteering time	% of parents volunteering time
Grade Level K	NA	62%	The overall school-wide	
Grade Level 1	NA	82%	Parent volunteer time	The overall school-wide
Grade Level 2	NA	51%	For school year	Parent volunteer time
Grade Level 3	NA	66%	2011-2012	For school year

## Part A—Self Study/Report on Progress

Grade Level 4	NA	73%	was	2012-2013
Grade Level 5		35%	9.5 hours/family	was
Grade Level 6			741 hours, 78 families (80% of 97)	10.74 hours/family
Grade Level 7				1107 hours, 103 families (80% of 129) = 10.74 hours
Grade Level 8				

Organizational Performance Standard/School Goal #2: Each year, on the Annual School Report Card, 75% of respondents (administered to parents and guardians and other key TIS stakeholder groups) will respond as “satisfied” or better on the school’s academic progress, communication with parents, quality of life, and academic program.

Measure(s) Used: The PED Quality of Education Survey.

Data: Please see table below.

*Provide a statement of progress and additional information regarding the above data: As this data below highlights, our community largely supports and approves of the school and its performance and support of their child(ren). In spite of the difficult conditions and the financial struggles of this school over time, our families continue to believe in and support this school by continuing both there child(ren)’s enrollment, and through such comments/feedback illustrated below.*

New Mexico “Quality of Education” Survey	2009 – 2010			2010 – 2011			2011 – 2012			2012 – 2013		
R = Returns  SA = Strongly Agree  A = Agree  SD = Strongly Disagree  D = Disagree	# =  No. of Returns	% = SA/A	% = SD/D	# =  No. of Returns	% = SA/A	% = SD/D	# =  No. of Returns	% = SA/A	% = SD/D	# =  No. of Returns	% = SA/A	% = SD/D
1. Child is safe at school	48	98	2	36	100	0	68	67	1	92	86	3
2. Quality & Sufficiency of School Buildings	48	81	15	36	75	17	69	57	12	92	71	20
3. School holds high academic expectations	47	98	0	36	100	0	69	68	0	94	87	6

## Part A—Self Study/Report on Progress

4. School encourages parents to participate in child's education	48	98	2	36	100	0	68	64	3	95	90	3
5. School offers adequate access to up-to-date computers & technology	48	87.5	2	36	81	5	65	58	2	93	81	7
6. Teachers maintain consistent discipline conducive to learning.	45	93	2	36	92	8	68	59	6	93	79	7
7. Adequate choice of school extra-curricular activities.	49	63	37	36	42	53	64	35	26	92	41	37
8. Teachers provide sufficient & appropriate information about child's academic progress.	50	90	6	36	92	5	69	67	1	93	89	2
9. Teachers employ variety of instructional strategies to meet child's need.	47	96	2	36	83	3	68	60	4	94	88	2
10. My child takes responsibility for his/her own learning.	46	93	36	36	89	11	75	61	7	92	84	5
11. ** I believe the charter school environment has been beneficial for my student.				34	100	0	67	66	0	88	88	0
12. My child benefits from the second language curriculum offered at The International School @ Mesa del Sol				34	88	12	67	52	9	86	74	8
13. I recommend The International School @ Mesa del Sol to other parents.				34	97	0	68	68	0	88	85	2
14. I believe the school website provides helpful and timely information to the school community.				34	97	3	66	55	8	87	60	18

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15. The before and after school programs available on site provide appropriate support throughout the school year for my family.				33	76	3	66	43	1	88	61	4
16. The instructional staff is skilled and prepared to effectively teach my child.				34	100	0	66	56	4	87	74	6
17. The Head of School provides a safe and effective learning environment for all children.				34	100	0	67	57	2	88	79	3
18. I understand and am informed about the International Baccalaureate program being used at school.				34	94	0	66	64	0	88	81	2
19. I plan to continue my child's enrollment at TIS for the coming school year.				34	97	0	67	66	1	87	83	1
20. I believe the personnel, rather than the IB program is the more important reason for my child's continued enrollment at TIS.				34	62	18	66	58	8	88	79	6

Organizational Performance Standard/School Goal #3: 3.1 By the time of charter renewal, TIS student retention rate is at 80% or better, excluding family relocations. 3.2 BY the time of charter renewal, TIS student daily attendance rates will be at 95% or better. 3.3 By the time of charter renewal, overall TIS student referrals resulting in out-of-school suspensions or expulsions will be at less than 5%.

Measure(s) Used: Annual retention, attendance, and suspension records.

Data: Please see table below.



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*Provide a statement of progress and additional information regarding the above data:* In spite of the location of our school and the difficulty of students being transported entirely by their families or carpools, and in some cases the great distance they travel daily to get their child(ren) to and from school, and the increased expense of gasoline, and the employment condition throughout the metropolitan area, our student retention rate remains very high, year after year. TIS student retention rates vary from year to year, but always remain high. In SY 2011-12 and SY 2012-13, our STARS data only produced overall school-wide rates in retention, reported below in the table. Our school attendance meets PED requirements, again in light of the serious commuter and economic condition under which our community finds itself while still promoting high student attendance. Our student suspension rates are *very low*, as we focus on **teaching** (especially through the *Learner Profile*) students appropriate behavior and working with them long-term, rather than focusing on punitive responses in the short-term for inappropriate behaviors that reduce or inhibit learning and changing behaviors.

	2009-2010			2010-2011			2011-2012			2012-2013		
	retention	attendance	discipline	retention	attendance	discipline	retention	attendance	discipline	retention	attendance	discipline
Grade Level K	88%	96%	0	86%	96%	0			0		94%	0
Grade Level 1	100%	96%	3 students, 11 days <1%	97%	96%	0	The overall	The overall	0	The overall	95%	0
Grade Level 2	86%	95%	2 students 16 days <1%	94%	95%	3 students 16 days <1%	School-wide retention	School-wide attendance	0	School-wide retention	95%	0
Grade Level 3	100%	94%	0	87%	94%	0	Rate for	for	0	Rate for	93%	0
Grade Level 4	100%	99%	0	71%	95%	1 student 10 days <1%	School year 2011-2012	School year 2011-2012	1 student 1 day <1%	School year 2012-2013	93%	4 students 8 days <1%
Grade Level 5				92%	96%	0	Was 76%	Was 95%	0	Was 80%	95%	3 students 8 days <1%
Grade Level 6									2 students 6 days <1%		96%	0
Grade Level 7											95%	1 student 8 days <1%
Grade Level 8												

## Part A—Self Study/Report on Progress

5.

Perform

### Performance Self Study/Analysis-Key Questions

Directions

The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

- Grow an average of +2 scaled score points a year, in the area of School Growth on our school report card
- Grow an average of +1.3 per/year in Math and +1.7 per/year in Reading for our lowest performing students
- Grow an average of +1.5 per/year in Math and +1.5 per/year in Reading for our highest performing students
- Students will meet the School Growth Targets annually, beginning in 2014-15

Yes, including these as goals for our next charter term makes sense for TIS, as this will focus school and student performance upon the matrices established by the New Mexico Public Education Department. Doing so, aligns TIS and its charter with all public schools in New Mexico with respect to assessment and achievement, and codifies our internal attention to the exterior focus of the NM PED and all public school families around the state.

From our Governing Council to our instructional staff, through our parent community to our students, the highest expectation for student achievement and learning is unquestioned. Parents send their children to us every day with the expectation that their child will receive the very best educational opportunity available anywhere in this state. To continue to do so, with confidence in our school and their children, TIS will establish academic performance goals that align with both the PED and all other public schools around the state. This will foster the confidence through the common alignment of TIS with the PED through focus and definition of student performance being the same for both.

B. What main strategies will be implemented to address these priorities?

- Hire additional highly qualified Special Education **and** General Education licensed instructional personnel
- Receive a **Read to Learn** grant and hire Reading Specialist
- Hire additional Intervention Specialist FTE's
- Hire a .25 FTE Mentor teacher to support teachers in their first two years of the profession
- Eliminate annual school expansion, i.e. do **not** add any more additional grade levels, to focus on stabilizing school growth, personnel, and facilities. This will reduce the dispersion of funding to additional grades and facilities, and focus rather directly on students in present classrooms
- Provide specific training for instructional staff to target best practice strategies in literacy and numeracy achievement
- Provide data-driven decision-making training for instructional staff targeting our benchmark

## Part A—Self Study/Report on Progress

assessments and the NMSBA, to unpack these assessments and learn how to specifically use the data to drive appropriate instructional strategies in the classroom specifically for students of greatest needs.

- Develop goal teams for each grade level to focus instructional staff specifically on their students, the appropriate best practice instructional practices, and formative assessments to ramp up and improve student achievement.
- Develop grade level teaming to provide focused group level differentiated instruction to our highest need/lowest performing students
- Develop individualized instructional and curricular interventions to students that can be delivered through an after school or at home setting in support of our students, outside of the school day
- Purchase and deployment of specific student/instructional programs that support student intervention. Specific titles include: *Get Ahead Math*, *BrainPOP*, *Brainchild*, *WOW* and *The Esperanza* programs to be delivered as part of our Intervention Program during the school day, as well as part of our After School program and home-delivered support program

C. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

- This data was used by the Governing Council, Finance Committee, and Leadership Team to focus budget expenditures directly to student support and areas directly affecting student performance and achievement, e.g. purchase of student programs and software that deliver intervention support for student achievement and eliminating skill gaps
- The Governing Council directed future campus and facility expansion to be suspended until student performance and achievement increased to targeted levels
- The Leadership Team modified our instructional personnel hiring process to focus less on international and International Baccalaureate experienced teachers to those more likely to remain on staff longer than two or three years (a serious problem for international schools, with international staff). This provides for more stability in personnel and student support, consistency for students and our instructional programs, and longer-term benefit of our school concerning our professional development training and expenditures.
- Hired additional highly qualified Special Education instructional staff
- Hired a Reading Specialist
- Hired additional Intervention Specialists' FTE (from a .5 last year to a .75 FTE this year)
- Eliminated future expansion of grade levels until student performance increases to satisfactory levels
- Hired a .25 FTE Mentor teacher to support teachers in their first two years of the profession

D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

- Develop grade level teaming to provide focused group level differentiated instruction to our highest need/lowest performing students
- Developing individualized instructional and curricular interventions to students that can be delivered through an after school or at home setting in support of our students, outside of the school day
- Purchased *Get Ahead Math* Software to be delivered as part of our Intervention Program during the school day, as well as part of our After School program and home-delivered support program

## Part A—Self Study/Report on Progress

- Purchased specific student support programs, designed specifically for our greatest need and lowest performing students. These programs are deployed through daily classroom instruction, our Intervention Program, after-school programs (including specific tutoring), and the home-delivered intervention program. These titles include: *BrainPOP*, *Brainchild*, *WOW* and *The Esperanza*
- Hire additional Special Education instructional personnel
- Hire Intervention Specialists
- Hire Reading Teacher
- Hired a .25 FTE Mentor teacher to support teachers in their first two years of the profession

E. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card and school short-cycle assessment data. How is the school's head administrator held accountable for school performance?

- The Governing Council has developed priority budget expenditures specific to: hiring highly qualified *priority* staff, developing a Foundation to raise money for our International Baccalaureate expenses (to remove these expenditures from our operational funding),
- The Governing Council has decided on a moratorium on school expansion, thereby focusing resources to directly support students currently in program, and eliminate additional focus and expenditures on facilities and expansion.
- Directly reflecting the school report card and assessment data, the Governing Council has supported:
  - The *Read to Learn* grant to facilitate the hiring of a Reading Specialist
  - The hiring of specific Special Education personnel,
  - The hiring of Intervention Specialists
  - The Hiring of a Mentor Teacher
  - Development of an afterschool tutoring program targeting both low performing students and extending the learning for our gifted and talented students.
- The school's head administrator is held accountable, and his continued employment is based upon the overall improvement of the school in general and specifically in reflection of the school's State Report Card.

## Part A—Self Study/Report on Progress

### B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

1.

Financial

#### Financial Performance Assurances

*With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

2.

Financial

#### Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

3.

Audit

#### Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

## Part A—Self Study/Report on Progress

### Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	4	<ol style="list-style-type: none"> <li>1. The Bank Reconciliation did not agree to the trial balance by \$2,200</li> <li>2. Two purchase orders were not approved</li> <li>3. Supporting documentation could not be provided for a cash receipt establishing a new bank account.</li> <li>4. Evidence could not be provided that the year end cash report was submitted to PED</li> </ol>	Management agrees with the findings. The School, along with the Business Manager, is implementing controls to ensure future compliance.
1 (09–10)	8	<ol style="list-style-type: none"> <li>1. The School did not pay rent for the year to the School District per the signed lease agreement.</li> <li>2. The School submitted monthly RHC and/or ERB reports untimely. The School submitted quarterly 941-IRS reports and reconciliation was late, and/or the tax report did not reconcile to the general ledger for the fiscal year 2010.</li> <li>3. The donated rent had not been recorded during the fiscal year 2010</li> <li>4. The School did not deposit cash within one business day from the date of receipt.</li> <li>5. Purchase orders were issued after the invoice date. Cash disbursement exceptions:               <ol style="list-style-type: none"> <li>a. 9 out of 25 purchases did not contain a purchase order which totaled \$24,598.</li> <li>b. 2 out of 25 purchase orders were missing supportive documentation which totaled \$11,620.</li> <li>c. 25 out of 25 purchase order were unsigned and totaled \$130,712.</li> </ol> </li> <li>6. The School had over-expended the appropriation unit</li> <li>7. The School could not provide and locate complete and necessary and required supporting documentation for multiple areas for our internal control test work. there was no written proof that a journal entry was reviewed and/or approved.</li> </ol>	The School hired a new Business Manager and as of July 1, 2010, having contracted with three different Business Managers in the previous fiscal year. The new Business Manager is assisting the School with development and implementation of internal controls to address the above condition and to ensure compliance and fiduciary responsibility at all levels and in all situations.

## Part A—Self Study/Report on Progress

2 (10–11)	6	<ol style="list-style-type: none"> <li>1. Could not determine whether a check received in the amount of \$1,500 was deposited within 24 hours.</li> <li>2. The School has expenditure functions where actual expenditures exceed budgetary authority.</li> <li>3. Check on outstanding check list from January 2010 in the amount of \$30.</li> <li>4. School did not go out to bid for IT services.</li> <li>5. One employee did not have an I-9, one background check was not completed until February 21, 2011, and one teacher license was not added to the file until October 2011.</li> <li>6. One ERB payment was submitted late.</li> </ol>	<ol style="list-style-type: none"> <li>1. This was an isolated instance of non-compliance. The School will make every attempt to comply in the future.</li> <li>2. The School made a decision to accept a finding for budgetary matters to avoid loss of funding. Future BAR's and adjustments will be processed prior to year end to comply in the future.</li> <li>3. This was an isolated instance of non-compliance. The School will make every attempt to comply in the future.</li> <li>4. The School will review procurement issues more thoroughly and utilize additional resources to comply in the future.</li> <li>5. The School has begun the process of reviewing all the personnel files for discrepancies in order to meet compliance in the future.</li> <li>6. This was an isolated instance of non-compliance. The School will make every attempt to comply in the future.</li> </ol>
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## Part A—Self Study/Report on Progress

3 (11-12)	3	<ol style="list-style-type: none"> <li>1. The School did not go out to bid for a contractor for IT services, software and tangible items purchased with vendor.</li> <li>2. When reviewing the PED Cash Report, the following was noted: <ol style="list-style-type: none"> <li>a. The Operating fund ending cash balance had a difference of \$1,185 from the general ledger.</li> <li>b. The federal direct fund had a difference of \$381 from the general ledger.</li> </ol> </li> <li>3. Noted that a BAR was not completed for additional revenue received during the year from the Priv Direct Grant</li> </ol>	<ol style="list-style-type: none"> <li>1. The Business staff will maintain compliance with the state procurement code. We have gone to bid for the services for the 2012-2013 and are in compliance.</li> <li>2. All adjustments will be made prior to finalizing the cash report. Additionally, all cash reports will be reviewed for accuracy and completeness.</li> <li>3. The financial staff has now been aware of the need to create BAR for any private donations what come into the school. The BAR's will be done according to statute.</li> </ol>
4 (12-13)	N/A	External Audit has not been completed	

*Identify any changes made to fiscal management practices as a result of audit findings.* The International School at Mesa del Sol has contracted with five (5) different PED certified and qualified Business Management Services in the first four (4) years of operation. We are currently contracted with a Business Manger that the School first contracted with in February 2013, and have continued under contract with complete confidence that our previous Audit issues will finally and consistently be mitigated.



## Part A—Self Study/Report on Progress

### C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

1.

Material

#### I Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

2.

Organizational

#### Organizational Performance Assurances

*With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

#### A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

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- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any "no" answers please provide an explanation.*

### B. Governance—Assurances

- a. ☒ **Yes**
- ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes**
- ☐ **No** All required School Policies
- 2) ☒ **Yes**
- ☐ **No** The Open Meetings Act
- 3) ☒ **Yes**
- ☐ **No** Inspection of Public Records Act
- 4) ☒ **Yes**
- ☐ **No** Conflict of Interest Policy
- 5) ☒ **Yes**
- ☐ **No** Anti-Nepotism Policy
- 6) ☒ **Yes**
- ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 7) ☒ **Yes**
- ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 8) ☒ **Yes**
- ☐ **No** Governing Body Mandated Trainings
- 9) ☒ **Yes**
- ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes**
- ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

*For any "no" answers please provide an explanation.*

### C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

## Part A—Self Study/Report on Progress

- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*For any "no" answers please provide an explanation.*

### D. Educational Requirements—Assurances

- a. ☐ **No** The school complies with instructional days/hours requirements. ☒ **Yes**
- b. ☐ **No** The school complies with graduation requirements. ☒ **Yes**
- c. ☐ **No** The school complies with Promotion/Retention requirements. ☒ **Yes**
- d. ☐ **No** Next-step plans are completed for applicable grades. ☒ **Yes**
- e. ☐ **No** The school has an approved EPSS Plan. ☒ **Yes**
- f. ☐ **No** The school demonstrates compliance with requirements relating to assessments. ☒ **Yes**
- g. ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program). ☒ **Yes**
- h. ☐ **No** The school's curriculum is aligned to Common Core Standards. ☒ **Yes**

*For any "no" answers please provide an explanation.*

### E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

*For any "no" answers please provide an explanation.*

### F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

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- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

*For any "no" answers please provide an explanation.*

## Part A—Self Study/Report on Progress

1.

Petition

### of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the The International School at Mesa del Sol Charter School and hereby certify that: the attached petition in support of the The International School at Mesa del Sol Charter School renewing its charter was circulated to all employees of the The International School at Mesa del Sol Charter School. There are thirty (30) full-time persons employed by the The International School at Mesa del Sol Charter School. The petition contains the signatures of twenty-nine (29) employees which represents ninety-seven (97) percent of the employees employed by the The International School at Mesa del Sol Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Sean D. Joyce, Ph.D., being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief. \_\_\_\_\_

Subscribed and sworn to before me this September day of 30, 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

2.

Petition

### of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the The International School at Mesa del Sol Charter School and certify that: the attached petition in support of the The International School at Mesa del Sol Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 249 parents who represent 218 households, which represents 100 percent of the households whose children (308) were enrolled in the The International School at Mesa del Sol Charter School.

STATE OF NEW MEXICO)

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COUNTY OF Bernalillo)

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Subscribed and sworn to before me this September day of 30, 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

3.

Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

4.

Amend

**ments from Current Charter**

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

Amendments: **None**

5.

Term of

**Renewal**

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

*State the term of renewal requested if less than five years.*

6.

Additio

**nal School Supplied Information:**

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section: **Mr. Jake English**, 801.602.8190, [Jacob.english@kirtland.af.mil](mailto:Jacob.english@kirtland.af.mil)  
**Mr. Kamal Ali**, 505.888.9079, [Kamal.Ali@bbvacompass.com](mailto:Kamal.Ali@bbvacompass.com)

# of Students on Waiting List (# and date): **Eighty-four (84) students of a waiting list as of June 19, 2013, fifty-five (55) students on a waiting list by August 12, 2013, and then, zero (0) students on a waiting list as of September 3, 2013.**

## Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: 1. A table illustrating the 2009-2013 student enrollment, 40 <sup>th</sup> Day 2. Notarized signature page, and required staff/household petition signatures 3. A table displaying student growth and number of classrooms 2009-2013 4. Table and pie chart illustrating the student residency area for TIS, per/specific communities outside Albuquerque.	<input checked="" type="checkbox"/>

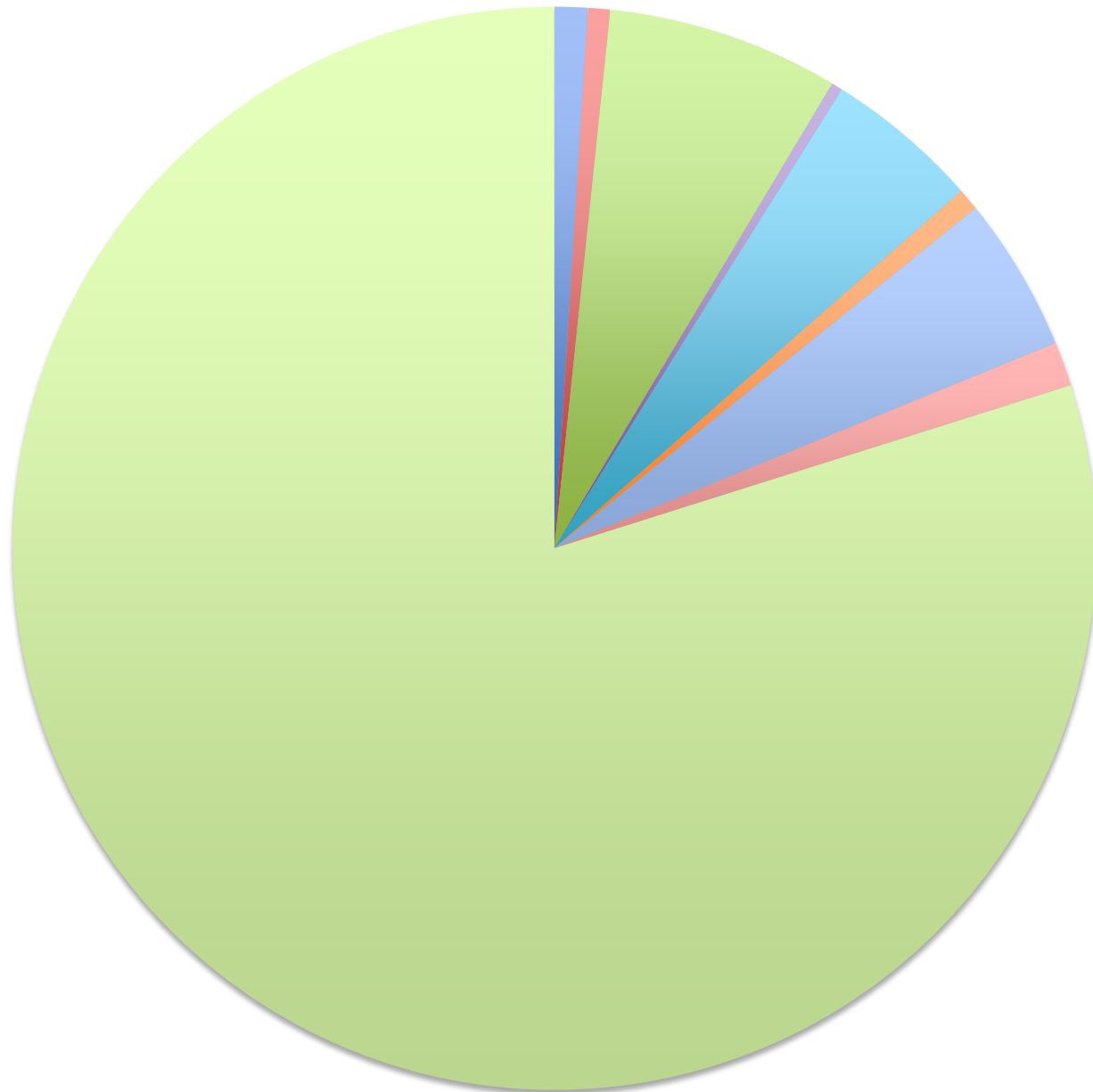


**Student Growth Table**

	2009	2010	2011	2012	2013
Kindergarten	2 classes	2 classes	2 classes	2 classes	3 classes
1st Grade	1 class	2 classes	2 classes	2 classes	2 classes
2nd Grade	1 class	1 class	2 classes	2 classes	2 classes
3rd Grade	1 class	1 class	2 classes	3 classes	2 classes
4th Grade	1 class	1 class	1 class	2 classes	3 classes
5th Grade		1 class	1 class	1 class	2 classes
6th Grade			2 classes	2 classes	2 classes
7th Grade				2 classes	2 classes
8th Grade					2 classes
<b>total number of classes</b>	6 classes	8 classes	12 classes	16 classes	20 classes

# The International School at Mesa del Sol

40th Day numbers	2009	2010	2011	2012	June 2013 Enrollment	2013	Waiting list as of August 12, 2013
Kindergarden	24	19	22	28	68	36	27
1st Grade	12	28	28	33	43	30	1
2nd Grade	13	19	40	39	41	32	0
3rd Grade	9	20	23	56	50	38	13
4th Grade	9	11	20	35	67	55	5
5th Grade		19	16	20	50	37	9
6th Grade			21	26	47	28	0
7th Grade				24	38	29	0
8th Grade					27	25	0
<b>total</b>	<b>67</b>	<b>116</b>	<b>170</b>	<b>261</b>	<b>431</b>	<b>310</b>	<b>55</b>



87002 87015 87031 87035 87042/87068 87060  
87107/87114 87124/87144  
87102/104/105/06/08/09/10/11/12/13/15/16/20/21/23  
Belen Edgewood Los Lunas Moriarty Peralta, Bosque  
Farms Tome ABQ, Los Ranchos, Alameda, de Rio Rancho  
ABQ







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# 2013-2014 Budget



# Key Budget Changes

Revenue	Change	
SEG Unit Value	3.92%	\$144
SEG	19.93%	\$328,565
Enrollment	27%	70 students

Expenditures	Change
Salary	1%
NMPSIA Health Benefits	6.6%
NMPSIA Dental Benefits	3.3%
Retirement	2.25%



# SEG (State Equalization Guarantee)

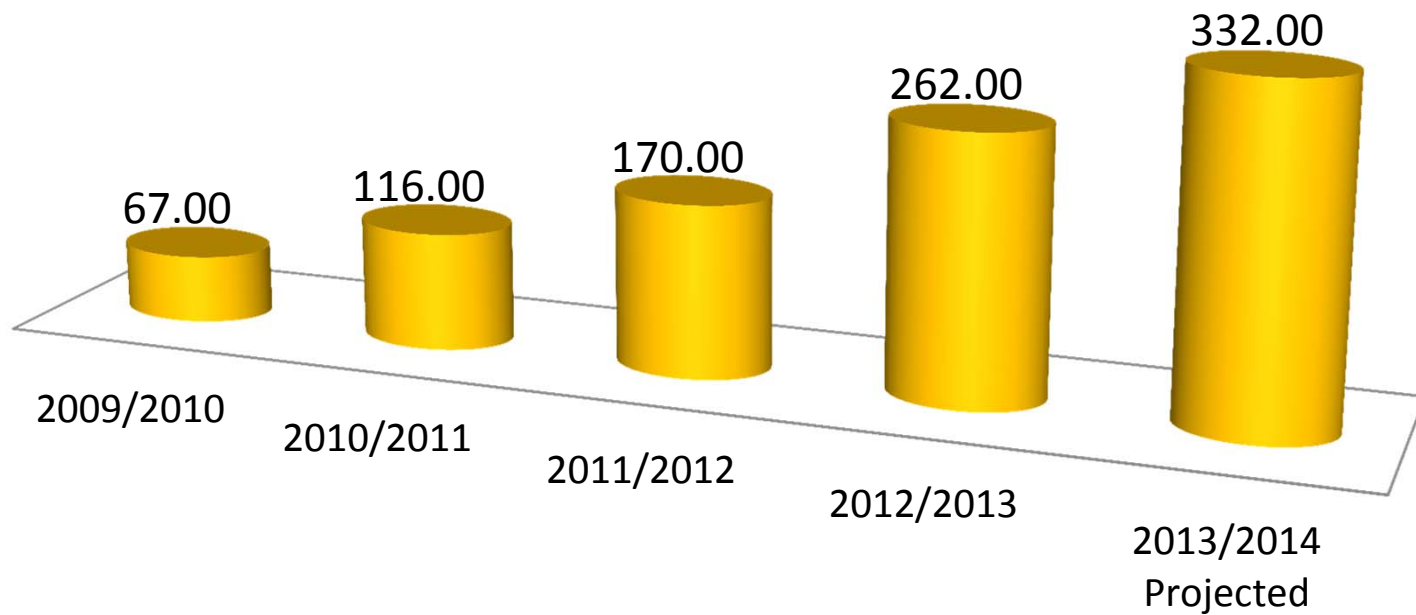
## *Major Components of a Student Driven Formula*

- **Basic Enrollment** - K-12
- **Special Education Enrollment** –C,D,DD,& A/B Membership
- **Training and Experience Index** @ 1.000
- **At-Risk Factor** @ 0.058
  - Low Income
  - Dropout Rate
  - Mobility Rate
- **School Size Adjustment**
  - Elementary Schools smaller than 200



# Student Membership Analysis

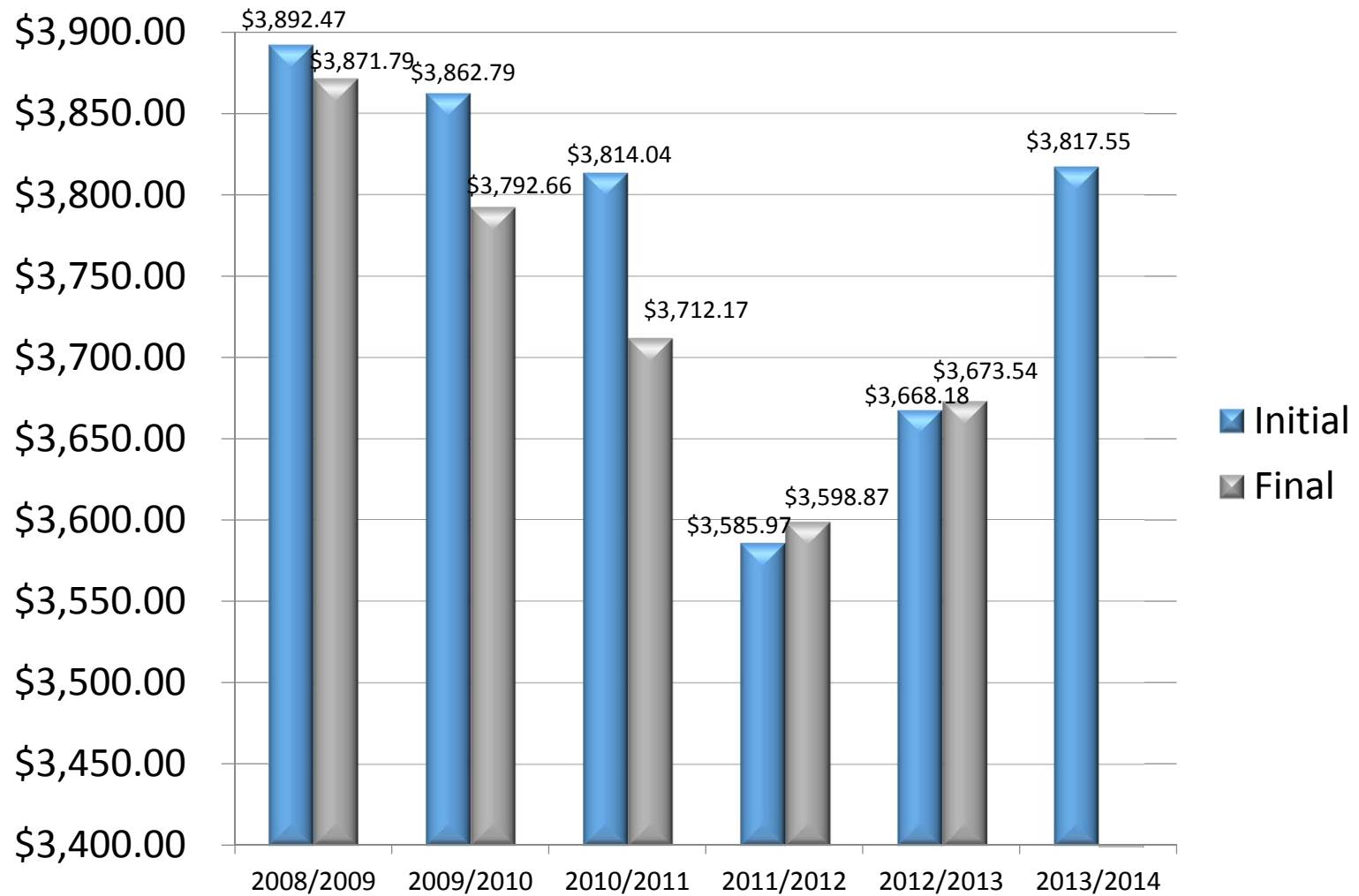
## 40<sup>th</sup> day Funded Enrollment





# Unit Value Historical Analysis

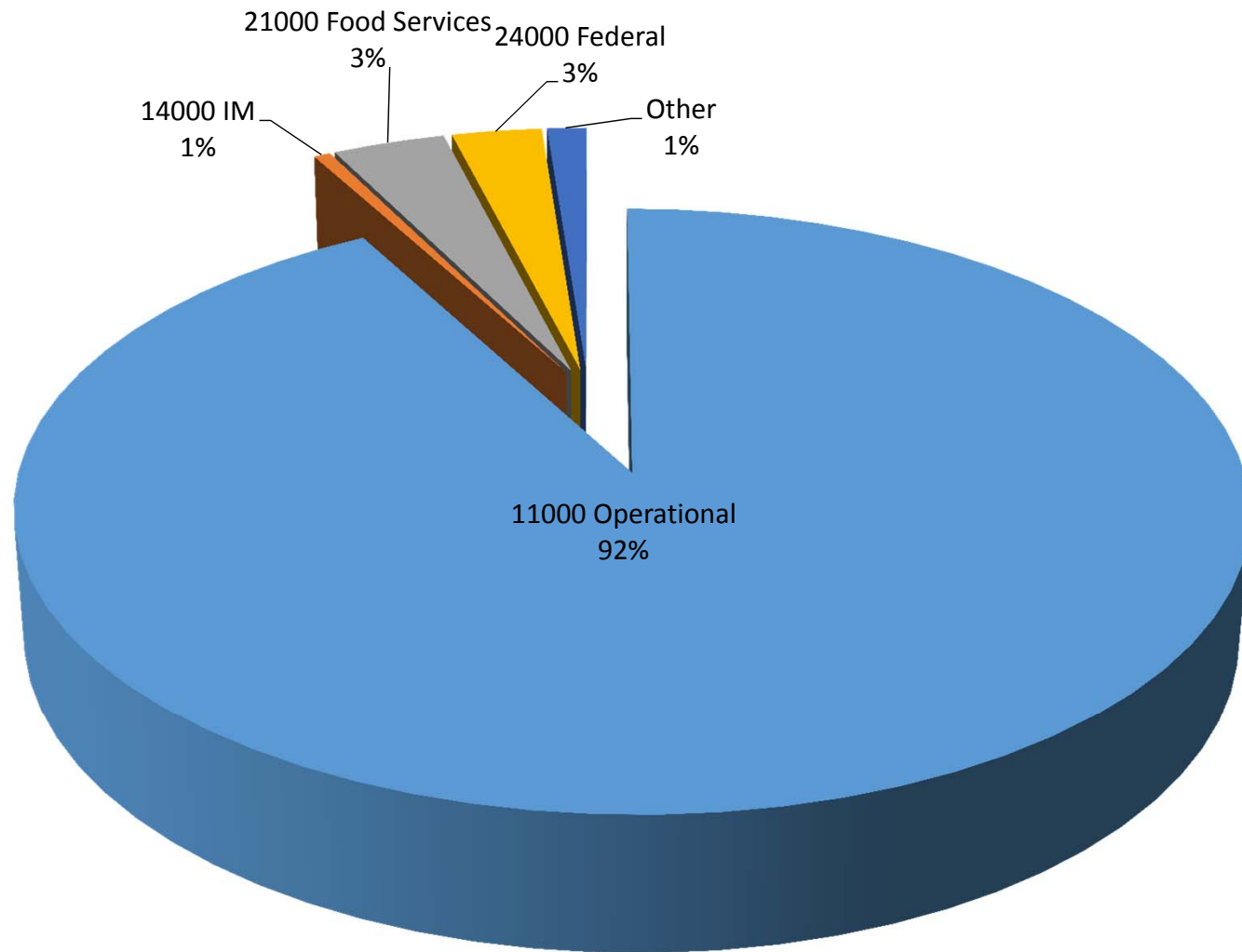
(Including Federal Stimulus SEG)



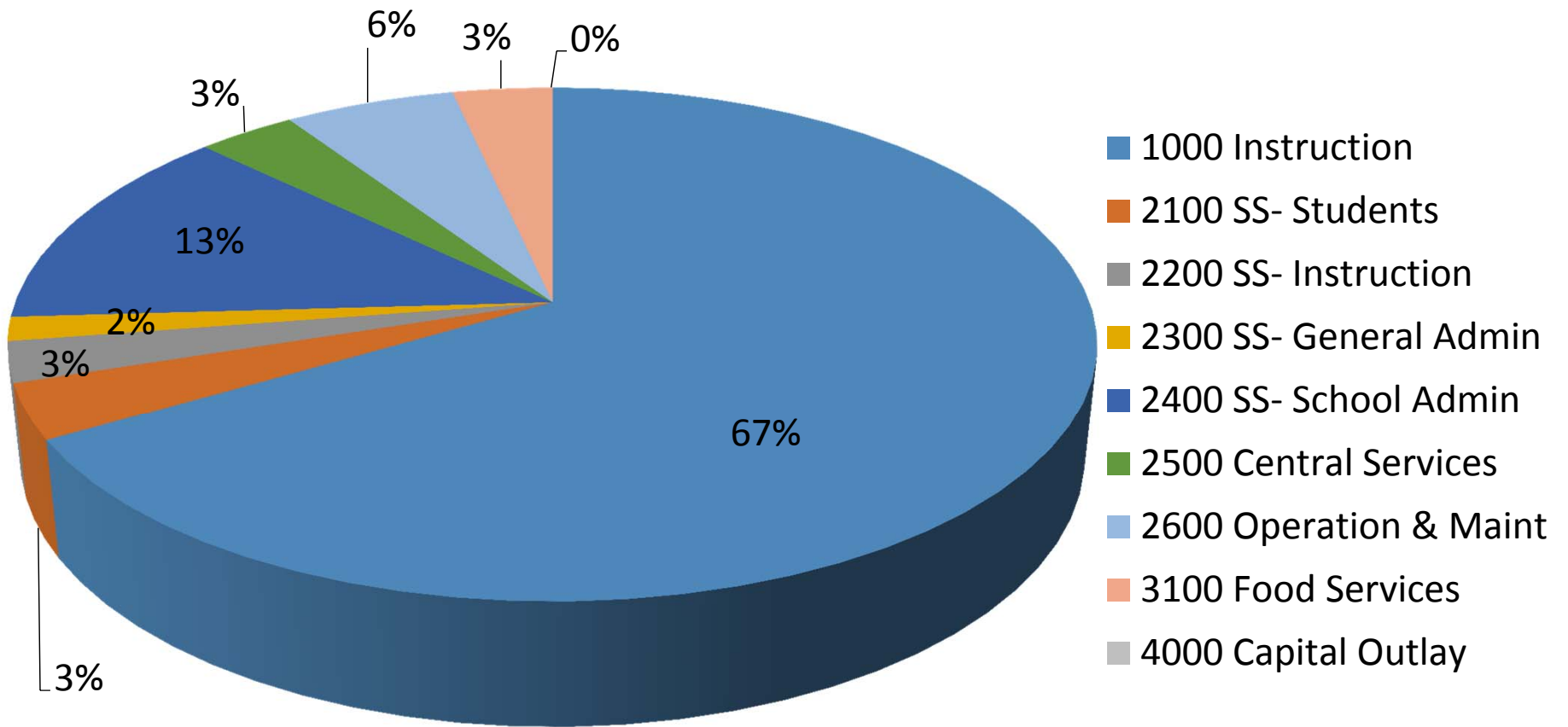
# Program Cost Comparison

		PROGRAM UNITS			PROGRAM DOLLARS			
		2012/2013	2013/2014	Diff	2012/2013	2013/2014	Diff \$	Diff %
Unit Value - SEG					\$ 3,673.54	\$ 3,817.55	\$ 144	3.92%
Kindergarten	1.440	36.000	38.880	2.880	\$ 132,247.44	\$ 148,426.34	\$ 16,179	12.23%
Grades 1-12	****	206.138	306.436	100.298	\$ 757,256.19	\$ 1,169,834.75	\$ 412,579	54.48%
National Board Certified		-	-	-	\$ -	\$ -	\$ -	0.00%
Class C	1.000	-	-	-	\$ -	\$ -	\$ -	0.00%
Class D	2.000	2.000	-	(2.000)	\$ 7,347.08	\$ -	\$ (7,347)	0.00%
3/4 Dd	2.000	-	-	-	\$ -	\$ -	\$ -	0.00%
A/B Program	0.700	11.900	20.650	8.750	\$ 43,715.13	\$ 78,832.41	\$ 35,117	80.33%
Ancillary	25.000	10.750	10.500	(0.250)	\$ 39,490.56	\$ 40,084.28	\$ 594	1.50%
Fine Arts	0.050	-	-	-	\$ -	\$ -	\$ -	0.00%
Bilingual	0.500	-	-	-	\$ -	\$ -	\$ -	0.00%
***T & E	1.000	-	-	-	\$ -	\$ -	\$ -	0.00%
District Size	Formula	-	-	-	\$ -	\$ -	\$ -	0.00%
School Size	Formula	-	-	-	\$ -	\$ -	\$ -	#DIV/0!
Growth	1.96	180.070	135.020	(45.050)	\$ 661,494.35	\$ 515,445.60	\$ (146,049)	-22.08%
At-Risk	0.058	11.043	16.965	5.922	\$ 40,566.90	\$ 64,764.74	\$ 24,198	59.65%
Safe & Harmless	0.050	-	-	-	\$ -	\$ -	\$ -	0.00%
<b>TOTAL</b>		<b>457.901</b>	<b>528.451</b>	<b>70.550</b>	<b>\$ 1,682,117.65</b>	<b>\$ 2,017,388.12</b>	<b>335,271</b>	<b>19.93%</b>
Less: PED 2% Fee					\$ (33,642.35)	\$ (40,347.76)	\$ (6,705)	19.93%
<b>TOTAL FUNDING</b>					<b>\$ 1,648,476.00</b>	<b>\$ 1,977,041.00</b>	<b>\$ 328,565</b>	<b>19.93%</b>

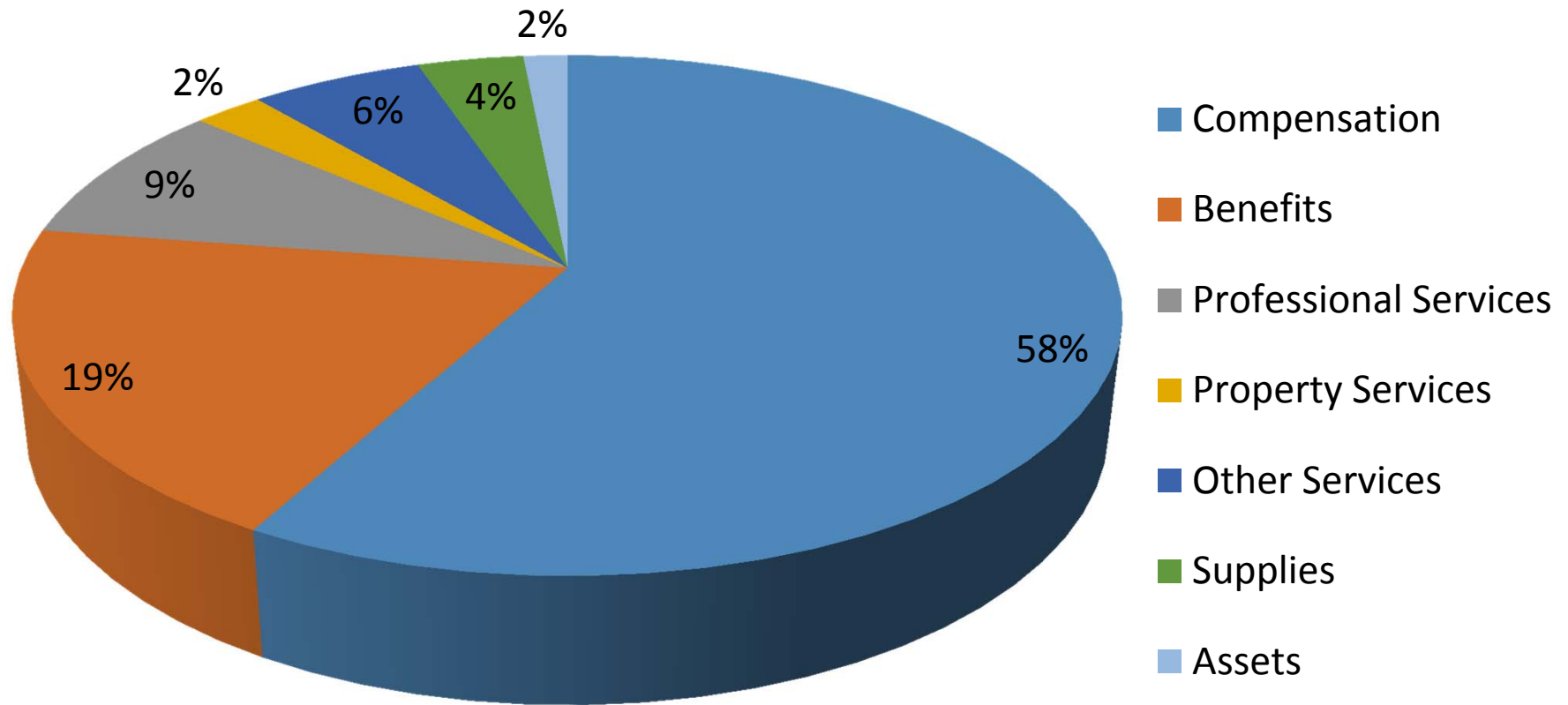
# Budgeted Revenue Sources



# Budgeted Expenditures by Function



# Budgeted Expenditures by Object Code

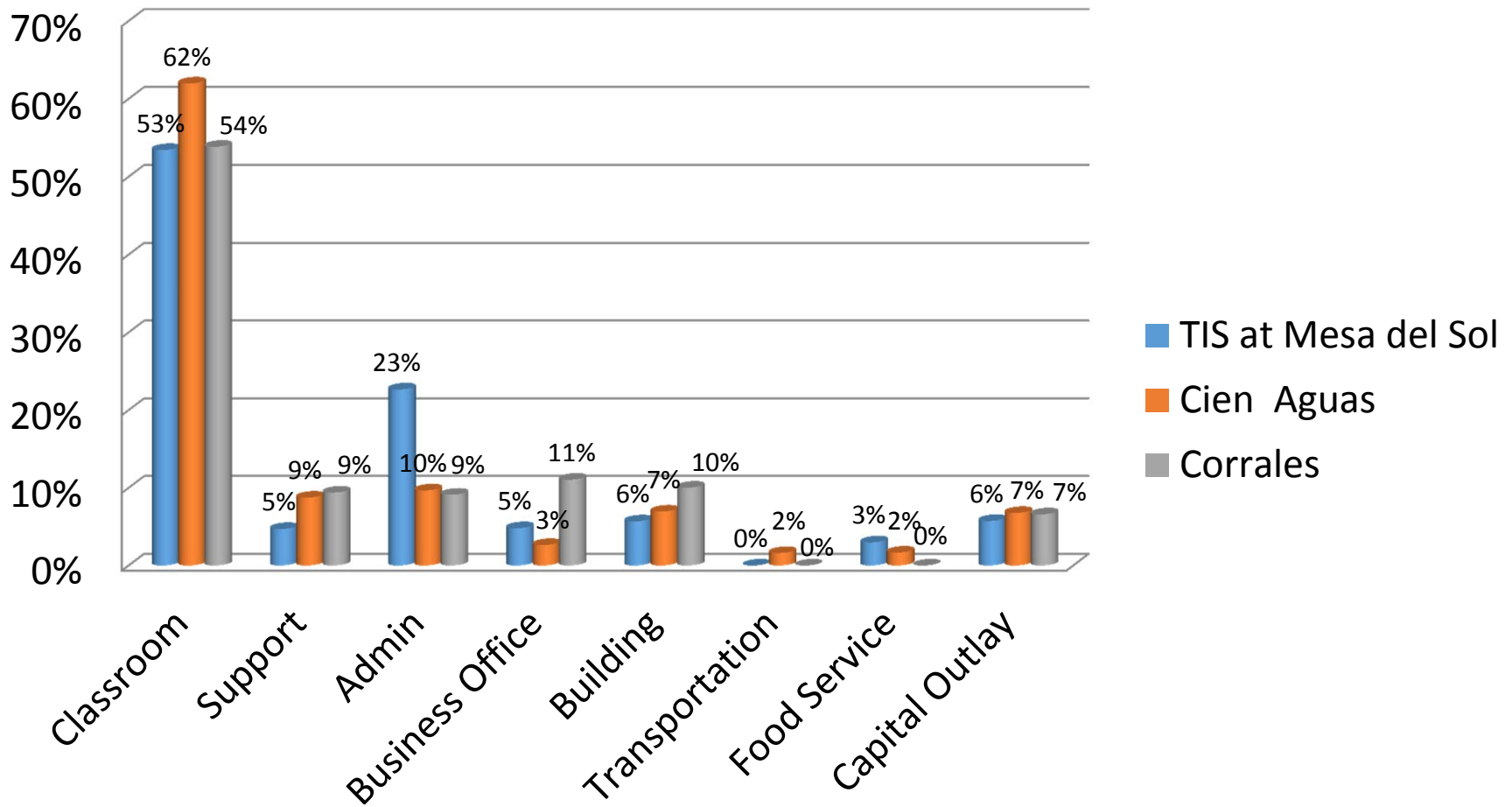


# Budgeted Expenditures by Function Comparison w/Lease Assistance

Function Name	2012-2013 Estimated Expenditures	2012-2013 % by Function	2013-2014 Proposed Expenditures	2013-2014 % by Function
1000 - Instruction	\$1,194,476.00	60.06%	\$1,434,359.00	61.32%
2100 - Support Services-Students	\$80,236.00	4.03%	\$75,178.00	3.21%
2200 - Support Services-Instruction	\$14,467.00	0.73%	\$54,893.00	2.35%
2300 - Support Services-General Administration	\$32,487.00	1.63%	\$32,509.00	1.39%
2400 - Support Services-School Administration	\$247,447.00	12.44%	\$281,521.00	12.03%
2500 - Central Services	\$69,722.00	3.51%	\$73,857.00	3.16%
2600 - Operation & Maintenance of Plant	\$141,507.00	7.12%	\$128,011.00	5.47%
3100 - Food Services Operations	\$70,249.00	3.53%	\$75,000.00	3.21%
4000 - Capital Outlay	\$138,087.00	6.94%	\$184,000.00	7.87%
<b>Grand Total:</b>	<b>\$1,988,678.00</b>	<b>100.00%</b>	<b>\$2,339,328.00</b>	<b>100.00%</b>

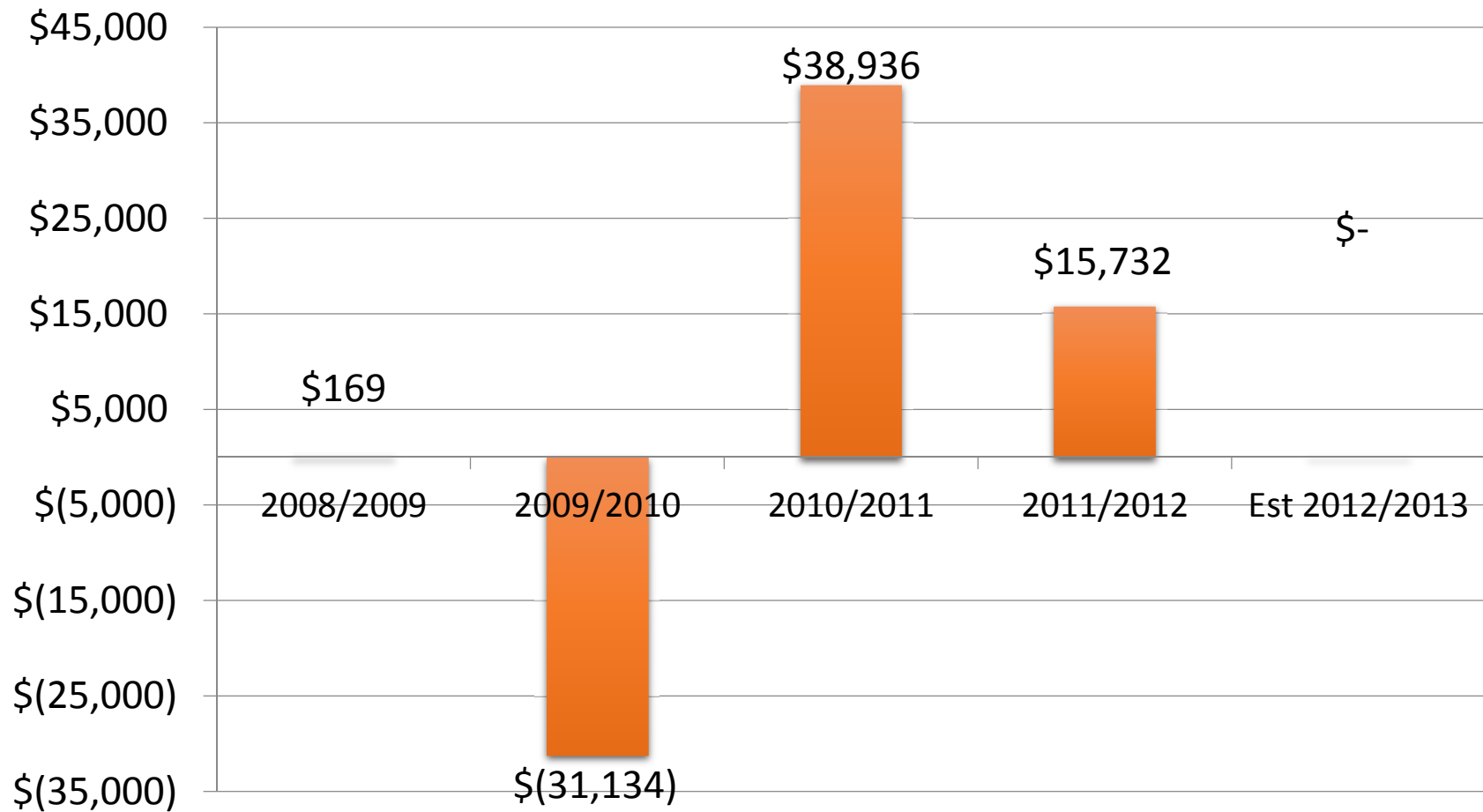
# Charter School Comparison by Function

2011-2012 PED Stat Book



# Audited Fund Balance Analysis

## 11000 Operational





# Informational for 2013-2014 Budget

- ✕ Increased FTE by 3.55 with the following changes:

- ✕ Teacher: 3.55

- Increasing by 4.0 FTE, but decreasing .25 and .20

- ✕ There is no Emergency Reserve.

- ✕ We are not estimating cash carryover, but should have some to budget next year.

- ✕ This does not include the reimbursement from Mesa del Sol.

- ✕ Enrollment is being projected at 332, if we do not meet we will have a budget cut, if we exceed, we will have an increase to budget.

- ✕ If enrollment stays the same for FY 2014-2015 and if there are no changes to unit value, there will need to be a budget cut of around \$346K.

# Questions?



## Part A—Self Study/Report on Progress

1.

Petition

### of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

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COUNTY OF Bernalillo)

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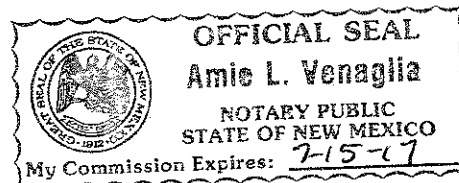
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Subscribed and sworn to before me this October day of 30, 2013.

Amie L. Venaglia  
Notary Public

My Commission Expires:

7-15-17



## Part A—Self Study/Report on Progress

Petition

2.

### of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

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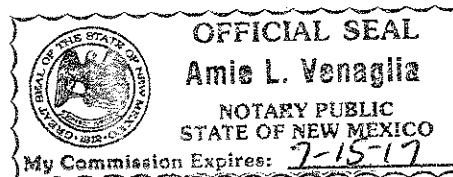
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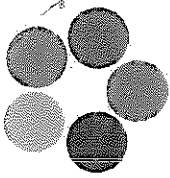
Subscribed and sworn to before me this October 1 day of September, 2013.

Amie L. Venaglia  
Notary Public

My Commission Expires:

7-15-17





# THE INTERNATIONAL SCHOOL

at Mesa del Sol

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September 2013

When in the course of human events, it becomes necessary to demonstrate the support of the renewal of the charter between **The International School at Mesa del Sol** and the New Mexico Public Education Department; we the undersigned thirty employees of **The International School at Mesa del Sol** do indeed declare our support for the renewing of our school's charter with the New Mexico Public Education Department.

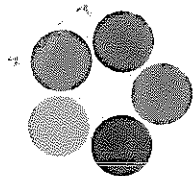
- |                              |                                |
|------------------------------|--------------------------------|
| 1. Lami Clark                | 2. Amanda Costeada             |
| 3. [Signature]               | 4. Dawn Holschuh               |
| 5. [Signature]               | 6. Sarah Hunter                |
| 7. Elizabeth Sedillo         | 8. John M. Payler              |
| 9. Elena K. Foster           | 10. [Signature]                |
| 11. Patrik NIKOVAGA          | 12. Catherine Conley           |
| 13. Jamie Mintz              | 14. Cheryl Lynn [Signature]    |
| 15. [Signature]              | 16. [Signature] (Laurie Boyer) |
| 17. Robert J. V. [Signature] | 18. [Signature]                |
| 19. [Signature]              | 20. Andrea Januskiwicz         |
| 21. [Signature]              | 22. [Signature]                |
| 23. [Signature]              | 24. Susan [Signature]          |
| 25. [Signature]              | 26. Sherrita Doting            |
| 27. Carl E. Bonilla          | 28. Lori [Signature]           |
| 29. [Signature]              | 30.                            |
| 31. [Signature]              | 32.                            |



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September 2013

When in the course of human events, it becomes necessary to demonstrate the support of the renewal of the charter between ***The International School at Mesa del Sol*** and the New Mexico Public Education Department; we the undersigned families (households) of ***The International School at Mesa del Sol*** do indeed declare our support for the renewing of our school's charter with the New Mexico Public Education Department.

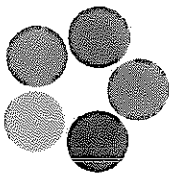
1.	2.
3.	4.
5.	6.
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13.	14.
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23.	24.
25.	26.
27.	28.
29.	30.



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1. *Janet F. Martinez*

3. *[Signature]*

5. *[Signature]*

7. *[Signature]*

9. *[Signature]*

11. *[Signature]*

13. *[Signature]*

15. *[Signature]*

17. *[Signature]*

19. *[Signature]*

21. *[Signature]*

23. *[Signature]*

25. *[Signature]*

27. *[Signature]*

29. *[Signature]*

2. *[Signature]*

4. *[Signature]*

6. *[Signature]*

8. *[Signature]*

10. *[Signature]*

12. *[Signature]*

14. *[Signature]*

16. *[Signature]*

18. *[Signature]*

20. *[Signature]*

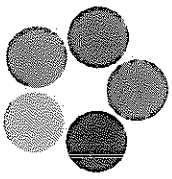
22. *[Signature]*

24. *[Signature]*

26. *[Signature]*

28. *[Signature]*

30. *[Signature]*



# THE INTERNATIONAL SCHOOL

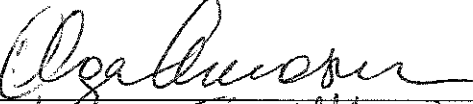


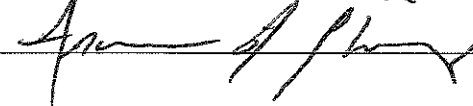
Seahilo

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September 2013

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- |  |     |
|--|-----|
| 1.  | 2.  |
| 3.  | 4.  |
| 5.  | 6.  |
| 7.  | 8.  |
| 9.   | 10. |
| 11.  | 12. |
| 13.  | 14. |
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| 21.  | 22. |
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| 25.  | 26. |
| 27.  | 28. |
| 29.  | 30. |

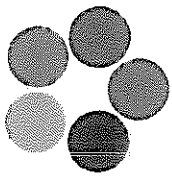


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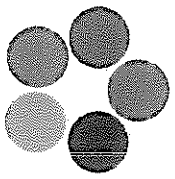
- |                               |                           |
|-------------------------------|---------------------------|
| 1. <i>Anna Maria Trayer</i>   | 2. <i>Stephanie Meade</i> |
| 3. <i>John A. [unclear]</i>   | 4. _____                  |
| 5. <i>Fuca [unclear]</i>      | 6. _____                  |
| 7. <i>Vernon G. [unclear]</i> | 8. _____                  |
| 9. <i>Chun [unclear]</i>      | 10. _____                 |
| 11. <i>[unclear]</i>          | 12. _____                 |
| 13. _____                     | 14. _____                 |
| 15. _____                     | 16. _____                 |
| 17. _____                     | 18. _____                 |
| 19. _____                     | 20. _____                 |
| 21. _____                     | 22. _____                 |
| 23. _____                     | 24. _____                 |
| 25. _____                     | 26. _____                 |
| 27. _____                     | 28. _____                 |
| 29. _____                     | 30. _____                 |



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September 2013

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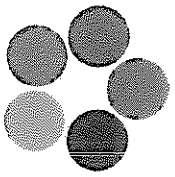
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| 3. <i>Arlet Salas</i>       | 4.  |
| 5. <i>Jan Lynn Salas</i>    | 6.  |
| 7. <i>Guillermo Sanchez</i> | 8.  |
| 9. <i>Maria Teresa</i>      | 10. |
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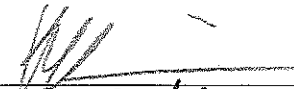
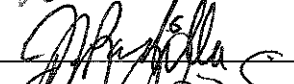
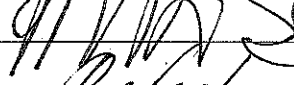
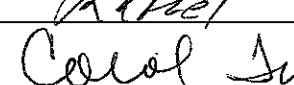
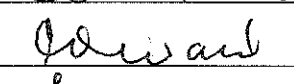
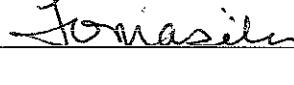

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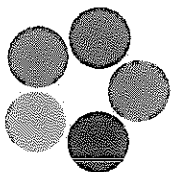


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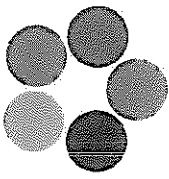
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| 5. <i>Henry Wang</i>      | 6.  |
| 7. <i>Roxanne Padilla</i> | 8.  |
| 9. <i>Bill R. Host</i>    | 10. |
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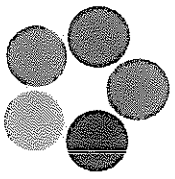
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| 1. <i>Jeremy Stricklin</i> | 2. <i>Betty Green</i> |
| 3. <i>Melanie Schaub</i>   | 4. <i>David</i>       |
| 5. <i>Myra Simon</i>       | 6.                    |
| 7. <i>Jacob Darlington</i> | 8.                    |
| 9. <i>David S. Hobson</i>  | 10.                   |
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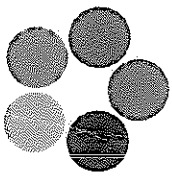
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| 1. <i>Patricia Bes</i>       | 2.  |
| 3. <i>Ram Ram Mohan MEDA</i> | 4.  |
| 5. <i>Seth Lacy</i>          | 6.  |
| 7. <i>Anne Lacy</i>          | 8.  |
| 9. <i>Uphinder Ananya</i>    | 10. |
| 11. <i>Jim</i>               | 12. |
| 13. <i>Jane Stowman</i>      | 14. |
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| 1. <i>Joanna Legros</i>        | 2. <i>Flasott</i>         |
| 3. <i>[Signature]</i>          | 4. <i>Stephane Ular</i>   |
| 5. <i>[Signature]</i>          | 6. <i>Ryan L. Tamm</i>    |
| 7. <i>Dyssa D. [Signature]</i> | 8. <i>[Signature]</i>     |
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| 15. <i>Liliana Ombles</i>      | 16. <i>Beekey Sanchez</i> |
| 17. <i>Lea Garcia</i>          | 18. <i>[Signature]</i>    |
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| 21. <i>[Signature]</i>         | 22. <i>Spillat, B</i>     |
| 23. <i>[Signature]</i>         | 24. <i>Whe Fitzgerald</i> |
| 25. <i>[Signature]</i>         | 26. <i>Monica Wright</i>  |
| 27. <i>Paula Mora Gonzalez</i> | 28. <i>[Signature]</i>    |
| 29. <i>Paul [Signature]</i>    | 30. <i>Peggy Star</i>     |

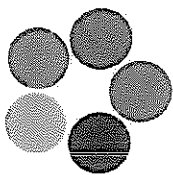


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1. Chin Leque

2. Amador

3. Myriah McClellan

4. Bernita Teran

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6. Veronica Gredos

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8. Mohammed Zaber

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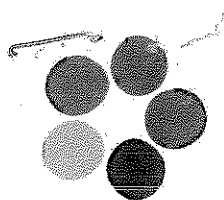
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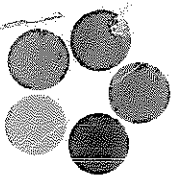
- |                               |                              |
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| 1. Katie Preister             | 2. Steven Preister           |
| 3. Trina Blackwell            | 4. Glenn Meakim              |
| 5. Dudley Rue                 | 6. patti hony                |
| 7. Clint Meloh                | 8. Candace M. Bara           |
| 9. Bruce Beltramo             | 10. Misty Bray               |
| 11. Amberleigh Morrish        | 12. <del>William</del>       |
| 13. <del>Todd</del>           | 14. Vronika Dine             |
| 15. Cheryl VanLubst           | 16. Carl Johnson Jr          |
| 17. Shi Li                    | 18. <del>PS</del>            |
| 19. Benny Gb                  | 20. <del>Jim</del>           |
| 21. <del>Alfred</del>         | 22. Lisa Lingman             |
| 23. <del>Grand</del>          | 24. <del>Jim</del> Peckman   |
| 25. <del>Jack</del> Henderson | 26. <del>David</del> Pherson |
| 27. <del>Dino</del>           | 28. Calcalb                  |
| 29. <del>Henry</del> Montoy   | 30.                          |



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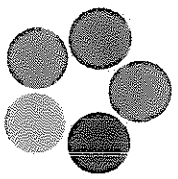
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| 1. Claire Jordan                                  | 2. Sharon Shogfuzay       |
| 3. Chris O'Brien                                  | 4. Jessica Sepena - Junit |
| 5. <del>Sharon Shogfuzay</del>                    | 6.                        |
| 7. Kameron  | 8.                        |
| 9. Van Wickers                                    | 10.                       |
| 11. Paul J. B.                                    | 12.                       |
| 13. Julie J. B.                                   | 14.                       |
| 15. Salvia Jones                                  | 16.                       |
| 17. <del>Sharon Shogfuzay</del> Veronica Iglesias | 18.                       |
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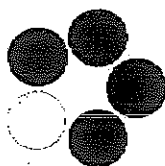
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| 1. <i>Jose Marquez</i>        | 2. <i>Joseph Lih</i>         |
| 3. <i>Muriel Gomez</i>        | 4. <i>Charlotte Baca</i>     |
| 5. <i>Mary Ann Stephenson</i> | 6. <i>Elizabeth</i>          |
| 7. <i>Theresa M. Lauer</i>    | 8. <i>Brendan R. Joyce</i>   |
| 9. <i>Jessica Sanchez</i>     | 10. <i>Walter J. (Katie)</i> |
| 11. <i>John</i>               | 12.                          |
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| 1. <i>[Signature]</i> - <i>Winters</i>        | 2. <i>[Signature]</i> - <i>Debra Alvarado</i> |
| 3. <i>[Signature]</i>                         | 4. <i>[Signature]</i> - <i>legala cony</i>    |
| 5. <i>[Signature]</i> - <i>Debra Alvarado</i> | 6. <i>[Signature]</i>                         |
| 7. <i>[Signature]</i> - <i>Brian Cavn</i>     | 8. <i>[Signature]</i> - <i>Stephanie</i>      |
| 9. <i>[Signature]</i> - <i>Christensen</i>    | 10. <i>[Signature]</i> - <i>Mark</i>          |
| 11. <i>[Signature]</i> - <i>Swanson</i>       | 12. <i>[Signature]</i> - <i>De</i>            |
| 13. <i>[Signature]</i> - <i>Romero</i>        | 14. <i>[Signature]</i>                        |
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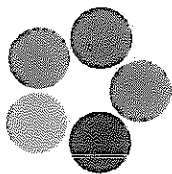


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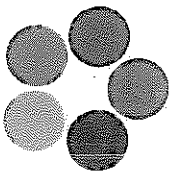


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1. *Hidi M Sanders*

2. *Loni T Clark*

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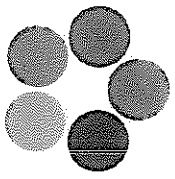
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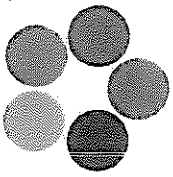


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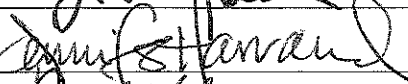
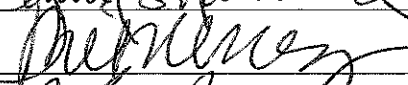
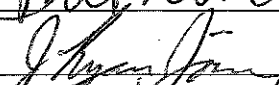

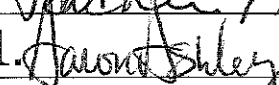
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When in the course of human events, it becomes necessary to demonstrate the support of the renewal of the charter between *The International School at Mesa del Sol* and the New Mexico Public Education Department; we the undersigned families (households) of *The International School at Mesa del Sol* do indeed declare our support for the renewing of our school's charter with the New Mexico Public Education Department.

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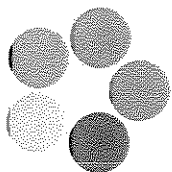


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505.508.3295  
[www.tisnm.org](http://www.tisnm.org)





# THE INTERNATIONAL SCHOOL

at Mesa del Sol

global vision • knowledge • stewardship • diversity • citizenship •

September 2013

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1. Susan King
3. [Signature]
5. [Signature]
7. [Signature]
9. César de la Cruz
11. [Signature]
13. Carol Gonzales
15. Erica [Signature]
17. [Signature]
19. [Signature]
21. [Signature]
23. Grace Vicuna
25. [Signature]
27. Daniel Garcia
29. [Signature]

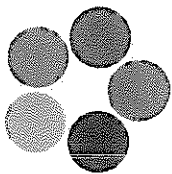
2. [Signature]
4. [Signature]
6. M. Ortiz
8. [Signature]
10. [Signature]
12. [Signature]
14. [Signature]
16. [Signature]
18. [Signature]
20. [Signature]
22. [Signature]
24. [Signature]
26. [Signature]
28. [Signature]
30. [Signature]



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# THE INTERNATIONAL SCHOOL

105,250

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30

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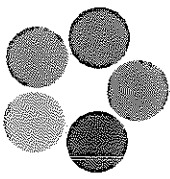
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- |                         |                     |
|-------------------------|---------------------|
| 1. Heather McElroy      | 2. [Signature]      |
| 3. [Signature]          | 4. Tiffany M. Byers |
| 5. [Signature]          | 6. Jennifer Wickers |
| 7. [Signature]          | 8. [Signature]      |
| 9. [Signature]          | 10. [Signature]     |
| 11. Robin Sanchez       | 12. Roy Greenwald   |
| 13. Melanie Schaub      | 14. Lou Allen       |
| 15. Belberta Reel       | 16. [Signature]     |
| 17. [Signature]         | 18. [Signature]     |
| 19. Kim P. Kim          | 20. [Signature]     |
| 21. Erica N. Johnson    | 22. Alex C. Michael |
| 23. Mary Fox            | 24. Maria Stephens  |
| 25. Dolores [Signature] | 26. [Signature]     |
| 27. [Signature]         | 28. [Signature]     |
| 29. Debbie Pagas        | 30. [Signature]     |



International  
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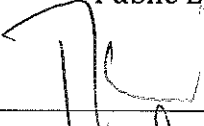
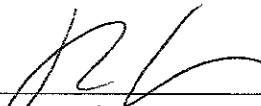
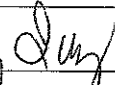
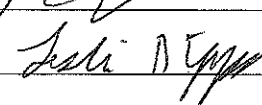
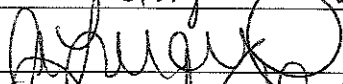
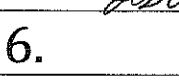
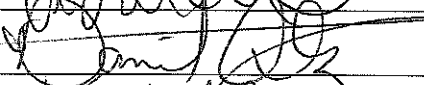
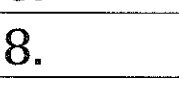
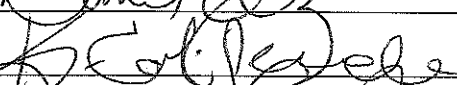
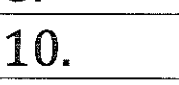
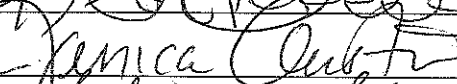
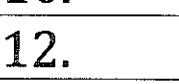
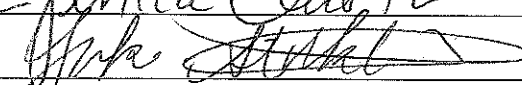
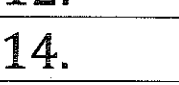
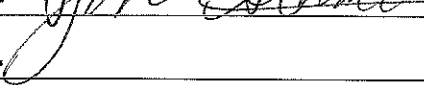
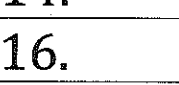
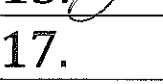
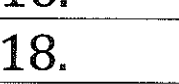
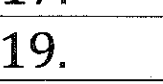
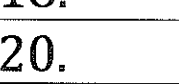
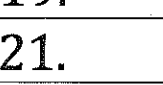
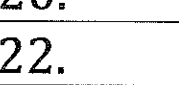
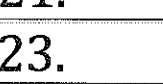
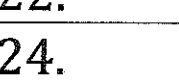
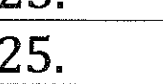
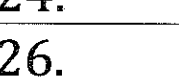
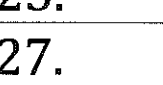
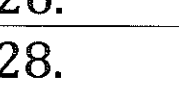
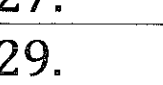
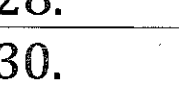
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# *Certificate of Occupancy*

## *Modular Building as Certified by the State of New Mexico*

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 11.5.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 2860 Eastman Crossing SE

Zip 87106

Portion of Building Modular Building w/ Foundation; International School

Use Classification Commercial Project

Bldg. Permit No. 201391908

Occupancy Group B / E

Type of Construction

N/A

Land Use Zone PC

Owner of Building Forest City Covington NM, LLC

Address: 5700 University Blvd SE Albuquerque, NM

By: Katrina Sigala



V Land Clark

Chief Building Official

Date: September 16, 2013

IBC Code Year: 2009

**POST IN A CONSPICUOUS PLACE**

**MAXIMUM OCCUPANT LOAD: 983**